SOUTH CAROLINA STATE UNIVERSITY

Orangeburg, S.C.

UNDERGRADUATE CATALOG
2007-2008

INSTITUTIONAL ACCREDITATIONS

South Carolina State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: telephone number 404-679-4501) to award the bachelor's, master's, specialist, and doctorate degrees.

Academic Programs are accredited by the following national accrediting bodies:

- Accreditation Board for Engineering and Technology, Inc. (TAC/ABET)

Address: Accreditation Director for Engineering Technology, Technology Accreditation Commission Accreditation Board for Engineering and Technology, Inc., 111 Market Place, Suite 1050, Baltimore, Maryland 21202

- American Dietetic Association

Address: American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-5400

- American Association of Family and Consumer Sciences
- Association to Advance Collegiate Schools of Business International (AACSB)
- Commission on Collegiate Nursing Education
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC of ABET).
- Council for Accreditation of Council and Related Education Programs
- Council on Rehabilitation Education
- Council on Social Work Education
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education
- The bachelor's (B.A.) and master's (M.A.) education program in speech-language pathology at South Carolina State University are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

In addition, the Counseling and Self-Development Center is accredited by the International Association of Counseling Services, Inc. and the Child Development Learning Center is accredited by the National Academy of Early Childhood Programs (a division of the National Association for the Education of Young Children (NAEYC).

NOTE: Accreditation documents are on file in the Miller F. Whittaker Library and may be inspected after submitting an official request to the dean of Library and Information Services. Requests will be honored during normal business hours of the library.

NOTICE

South Carolina State University reserves the right to add or drop programs and courses, to change fees, to change the calendar which has been published and to institute new requirements when such changes appear desirable. Every effort will be made to minimize the inconvenience such changes might create for students. Suitable substitutions will be allowed for required courses which have been withdrawn. This catalog , subject to any amendments, additions or deletions, shall be effective from Fall 2006 to Spring 2007.

THIS IS NOT A CONTRACT

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ACADEMIC CALENDAR 2007-2008

FIRST SEMESTER - FALL 2007

April 3	TUESDAY - WEDNESDAY— Registration for Fall 2007
August 8	for returning students.
August 8	**WEDNESDAY — Students who have made course selections and have not paid all fees for the Fall 2007 semester class schedules will be dropped after 5:00 p.m.**
August 9	**THURSDAY — LATE REGISTRATION BEGINS.**
August 16	THURSDAY — Faculty/Staff Workshops.
August 19	SUNDAY — Residence Halls open for Returning Students at 9:00 a.m.
August 20	MONDAY — Faculty/Staff meeting.
August 20	MONDAY— Late Registration continues for all students at 11:00 a.m.
August 21	TUESDAY— Last day for Late Registration
August 22	WEDNESDAY — Classes Begin. Drops/Adds continue.
August 24	FRIDAY— **No change in Audit after this date.**
August 28	**TUESDAY — Last day for drops and adds.**
August 29	**WEDNESDAY - TUESDAY — A grade of "W" will be**
September 18	**awarded for a course if withdrawn during this period and tuition charged.**
September 3	**MONDAY — Labor Day Holiday. NO CLASSES.**
September 7	**FRIDAY — Last day for readmitted students to file for graduation in December 2007.**
September 13	**THURSDAY — Fall Convocation**
September 18	TUESDAY— No change in Pass-Fail after this date. English Proficiency Exam for Undergraduate Students.
September 19	**WEDNESDAY - FRIDAY — A grade of "WP" or "WF"**
October 25	**will be awarded for a course if withdrawn during this period.**
September 19-20	WEDNESDAY - TUESDAY — Administer Student Satisfaction Survey.
September 21	**FRIDAY — Last day for instructors to submit grade changes from Spring 2007 and/or Summer 2007.**
October 6	SATURDAY — English Proficiency Exam for Graduate Students.
October 6	SATURDAY — English Proficiency Exam for Graduate Student
October 8-19	MONDAY - FRIDAY — Submit Senior Exit Survey Forms to Registrars Office. Period to Clear Graduating Seniors for December 2007.
October 10-12	WEDNESDAY-FRIDAY— Mid- Term Examinations.
October 12	**FRIDAY — Last day for instructors to submit removal of Incomplete(s) from Spring 2007 and/or Summer 2007.**
October 13	SATURDAY — Professional Comprehensive Examination for Graduate Students
October 15	MONDAY — Mid-Term Grades posted by faculty- Web.
October 15-16	**MONDAY - TUESDAY—Fall Break no classes.**
October 26	**FRIDAY — A grade of "WF" will be awarded for the course if withdrawn from the course or the University after this date.**
October 27	SATURDAY — Subject Matter Comprehensive Examination for Graduate Students
October 27	SATURDAY — Homecoming
October 29	MONDAY - FRIDAY— Registration for
January 6, 2008	returning students Spring Semester 2008.
November 12-16	MONDAY - SATURDAY Student Evaluation of Instruction.
November 21-25	**WEDNESDAY - SUNDAY — Thanksgiving Holidays no classes.**
December 5-6	WEDNESDAY - THURSDAY — Final Examinations for Graduating Students.
December 6	THURSDAY — CLASSES END.
December 7	**FRIDAY — READING DAY. Grades posted by faculty for graduating students.**
December 8-14	SATURDAY - FRIDAY— Final Examinations.
December 15	**SATURDAY — Commencement Convocations.**
December 17	MONDAY— Grades posted by faculty.

SECOND SEMESTER - SPRING 2008

October 29	MONDAY — WEDNESDAY Registration for Spring 2008.
January 2	
January 7	**MONDAY — Students who have made course selections and have not paid all fees for the Spring 2008 semester Class Schedules will be dropped after 5:00 p.m.**
January 8	TUESDAY — Late Registration begin for returning students.
January 9	WEDNESDAY — Faculty/Staff Workshops.
January 13	SUNDAY — Residence Halls open for all New students - 9:00 a.m. - 11:00 a.m. Residence Halls open for returning Students at 11:00 a.m - 5:00 p.m..
January14-15	MONDAY — TUESDAY — Late Registration for all students.
January 15	**TUESDAY — Faculty/Staff Meeting.**
January 16	**WEDNESDAY — Classes Begin.**
January 18	**FRIDAY — No change in Audit after thisdate.**
January 21	MONDAY — HolidayDr. Martin Luther King, Jr. Holiday — no classes.
January 23	WEDNESDAY — Last day for drop and add.
January 25	**FRIDAY — Last day for readmitted students to file for graduation in May 2008.**
February 13	**WEDNESDAY — Last day for withdrawing from a course or the University without academic penalty.**
February 14	**WEDNESDAY — FRIDAY — A grade of "WP" or**
March 27	**"WF" will be awarded if dropped during this period.**
February 16	SATURDAY — English Proficiency Examination for Graduate Students.
February 25	MONDAY — Last day for instructors to submit grade changes from Fall 2007.
March 2	SUNDAY — Founders Day
March 3	MONDAY — FRIDAY — Period to file for graduation
May 2	in July 2008 and December 2008.
March 5-7	WEDNESDAY-FRIDAY— Mid-Term Examinations.
March 8-16	**SATURDAY — SPRING VACATION begins after classes (Residence Halls Close).**
March 10	MONDAY—Grades posted by faculty.
March 17	**MONDAY— CLASSES RESUME.**
March 18	TUESDAY — English Proficiency Examination for Undergraduate Students. Last day for instructors to submit removal of "Incomplete(s)" from Fall 2007.
March 22	SATURDAY — Professional Comprehensive Examination for Graduate Students.
March 28	**FRIDAY — If withdrawn from a class or the university on or after this date, a grade of "WF" will be awarded.**
March 29	SATURDAY — Subject Matter Comprehensive Examination for Graduate Students.
April 1	**TUESDAY — Honors and Award Convocation.**
April 2	**WEDNESDAY — FRIDAY — Registration**
July 15	**Semester 2008.**
April 30	WEDNESDAY — THURSDAY — Final
May 1	Examinations for Graduating Students.
May 1	**THURSDAY — Classes End.**
May 2	FRIDAY — Reading Day. Grades posted by faculty for Graduating Students.
May 3-9	SATURDAY — FRIDAY — Final Examinations Period.
May 9	**FRIDAY — Commencement Convocation.**
May 12	MONDAY — Grades posted by faculty.

THE UNIVERSITY

Knowledge Duty Honor

THE CAMPUS

HISTORY

MISSION

ADMINISTRATION

South Carolina State University offers equal opportunity to its employment, admissions and educational activities in compliance with Title IX and other civil rights laws.

THE UNIVERSITY

CAMPUS

South Carolina State University, located in the city of Orangeburg which is 40 miles east of the state capital at Columbia, is only a five-minute walk from the heart of the city.

The University owns 160 acres of land. An additional 286 acres are located at Camp Daniels in Elloree, South Carolina. This property, however, is not included in the total amount of land owned by South Carolina State University.

HISTORY

The Constitutional Convention of 1895 enacted provisions authorizing the Legislature to create the College by a severance of the state's interest from Claflin University. In pursuance of such authorization, the General Assembly in 1896 enacted statutes providing for the establishment of a normal, industrial, agricultural and mechanical college. The same Legislature provided for the appointment of a Board of Trustees, an administration, a faculty, and for the adoption of rules and regulations to govern the operation of the College.

Pursuant to this organization, a faculty composed of 13 South Carolinians was chosen by Dr. Thomas E. Miller, a former Congressman from South Carolina, who had been appointed as the first President of the College; and on September 27, 1896, the doors of the institution were opened to a land-grant college. The College plant consisted of 135 acres, eight small buildings, a small dairy herd, and a few farm animals. Because of the meager facilities, academic instruction was mostly given on logs hewn from the campus wilderness, in the tradition of the Mark Hopkins ideal college. These logs were later made into lumber for the first dormitory and classroom buildings.

In 1911 Robert Shaw Wilkinson, a native of Charleston and a former Professor of Physics at the College, was elected President. Under his administration, the income of the College was increased from both federal and state sources, and a federal appropriation for extension work was added.

After 21 years of sincere service, Dr. Wilkinson passed; and on March 15, 1932, the presidency of the College was undertaken by Miller F. Whittaker, who at that time was Director of the Mechanical Department. Some of the outstanding activities that marked President Whittaker's administration were the establishment of a Law School, Extension School units in 15 South Carolina communities, and a Reserve Officers' Training Corps Infantry Unit.

President Whittaker gave 18 years of dynamic service to the College, and in 1949 he died with a firm faith that: "The College is serving the people of this state as never before. The worth of the institution is best expressed in the community relationship which it maintains and the improvement of rural and civic life which it promotes through its graduates, its faculty, and its extension agencies. The College has exhibited its economic, civic, and social worth to the Commonwealth of South Carolina."

In 1950 Benner C. Turner, Dean of the School of Law was elected President of the College. He retired in 1967 after 17 years of service. Under President Turner's administration the College's growth was tremendous, both in academic activities as well as in physical and human resources. Outstanding changes included the rapid growth of both undergraduate and graduate enrollments; increases in the number of faculty and staff; increases in the number holding doctoral degrees, the reorganization of the administrative and instructional areas of the College; major improvements in the physical plant which included the renovation of buildings and the construction of many new buildings; among which were a new academic building, and dormitories for both men and women, a cafeteria, walkways, drives, roads and attractive landscaping; all of which have added to the comfort and beauty of the campus.

The legal and official name of the institution was changed to South Carolina State College, by the act of the General Assembly of 1954.

Upon the retirement of Dr. Turner, the Board of Trustees appointed Dr. M. Maceo Nance, Jr., Vice President of Business and Finance, as Acting President of the College to serve until a successor to the former president could be chosen. The appointment became effective June 24, 1967. Dr. Nance was elected President by the Board on June 23, 1968, and was inaugurated November 27, 1968. Under President Nance's administration, the College experienced unprecedented growth in academics, students, faculty, staff and physical facilities. Twenty degree programs were established including the doctorate in Educational Administration. The majority of the qualified faculty held doctoral degrees. Many academic programs received professional accreditation, while the College maintained its regional accreditation. Scholarship programs and faculty chairs were enhanced and initiated to promote the pursuit of knowledge. In keeping with the land-grant mission of the College, the 1890 Research and Extension program (United States Department of Agriculture), through its services and research, assisted in improving the quality of life for the citizens of South Carolina. In recognition of the need for additional school-community interaction, an Adult and Continuing Education unit and a comprehensive college-community relations program were established and promoted. National and international awards were bestowed on many academic programs and extracurricular activities. Dr. M. Maceo Nance, Jr., retired June 30, 1986 after serving as President for 19 years.

The Board of Trustees appointed Dr. Albert E. Smith the Sixth President of South Carolina State College, effective July 1, 1986. Dr. Smith, with a theme of "New Directions," immediately advanced a set of institutional goals which included the development of a strategic plan, renewed emphasis on academics, the improvement of student life, the strengthening of enrollment, fiscal management efficiency and improved relations with all college constituencies.

In five-and-one-half years, the Smith administration increased student enrollment to more than 5,000; established an Office of Research and Grants Administration which resulted in a dramatic increase in research-related funding; initiated a division of Development and Institutional Relations which stimulated significant growth in alumni support; implemented a computerized integrated on-line system in the library; instituted a new Honors Program and Student Exchange Program; brought on board a Master of Arts degree in

teaching and expanded the Post RN completion program for beginning students; created a School of Freshman Studies; initiated plans for the funding and construction of a Fine Arts Center, a new dormitory on campus, and a Convention Center at Camp Harry Daniels; secured initial accreditation and reaccreditation for all programs submitted to accrediting agencies between August 1986 and January 1992. One of the most profound changes of the Smith administration was the development of plans and strategy, which resulted in the Institution's name designation being changed from College to University in 1992.

Dr. Smith served as President of South Carolina State University from July 1, 1986, to January 5. 1992.

On January 6, 1992, the Board of Trustees named Dr. Carl A. Carpenter, a professor in the School of Education and former Vice President for Academic Affairs, as Interim President. Dr. Carpenter served in this capacity until a new president was named in September 1992.

On September 30, 1992, the Board of Trustees elected Dr. Barbara R. Hatton as the first woman to assume the presidency of South Carolina State University. Beginning her duties on January 4, 1993, Dr. Hatton was inaugurated seventh President of the University on November 13, 1993. As a result of her vision and leadership, significant steps were taken to move the institution toward becoming the inclusive university of the twenty-first century. Among the steps were: restructuring to reduce the number of administrative positions and increase the number of faculty positions; aligning and renaming academic departments and schools; achieving full accreditation status for programs in music, nursing, social work, speech pathology and audiology in addition to reaccreditation of teacher education programs; initiating legislation which allowed engineering technology graduates to sit for the engineering licensure examination in South Carolina, and opening an Office of State and Community Relations in Columbia. Capital improvement projects included the Oliver C. Dawson Bulldog Stadium, the Student Center Plaza and acquisition of the Dawn Center.

On June 13, 1995, the Board of Trustees named Dr. Leroy Davis, Vice President for Student Services, as interim President. Immediately following his appointment, Dr. Davis initiated a number of changes which resulted in significantly improved constituent support and confidence in the University's management of its resources. These changes included new management policies and procedures, increased faculty hiring, and increased faculty participation I University governance. On April 10, 1996, after a national search, the Board of Trustees elected Dr. Leroy Davis as the eighth President of South Carolina State University. Prior to serving as Interim President and being elected President. Dr. Davis served the University in several capacities including Professor of Biology, Vice Provost for Academic Administration, and Vice President for Student Services. After his appointment to the presidency, Dr. Davis initiated plans to establish Centers of Excellence in each of the five academic schools; increased scholarship support to recruit more academically talented freshmen, designated tuition and fee revenues for program accreditation, improvement of information technology services, faculty salary equity increases, and increased student activities support: implemented a new tenure and promotion policy; established the first University Staff Senate; increased University partnerships and collaborations; and implemented new community service programs in the areas of health care and economic development and construction of a Fine Arts Building; restructured academic and administrative support programs; reaffirmed the accreditation of several academic programs; reorganized the President's Cabinet and established the University Council and the President's Advisory Board. Dr. Davis retired from the University on June 30, 2002 after serving as president for six years.

On July 1, 2002, following the retirement of Dr. Davis, the Board of Trustees appointed Ernest A. Finney, Jr., former South Carolina Supreme Court Justice, as Interim President of the University to serve until a successor to the former president could be chosen.

On May 16, 2003, the Board of Trustees elected Dr. Andrew Hugine, Jr. to serve as the ninth president of South Carolina State University.

PRESIDENTS OF THE INSTITUTION

Thomas E. Miller, B.A., M.A., LL.D.
1896-1911
Robert Shaw Wilkinson, B.A., M.A., Ph.D.
1911-1932
Miller F. Whittaker, B.S., M.S., LL.D.
1932-1949
Benner C. Turner, B.A., LL.B., LL.D.
1950-1967
M. Maceo Nance, Jr., A.B., M.A., LL.D., L.H.D.
1968-1986
Albert E. Smith, B.S., M.S., Ph.D.
1986-1992
Barbara R. Hatton, B.S., M.A., M.E.A., Ph.D.
1993-1995
Leroy Davis, Sr., B.S., M.S., Ph.D.
1996-2002
Andrew Hugine, Jr., B.S. M.Ed., PhD.
2003-

MISSION STATEMENT

South Carolina State University, a senior comprehensive teaching institution, is committed to providing affordable and accessible quality undergraduate and graduate degree programs. This public university with a student population between 4,000 and 5,000 is located in Orangeburg, an area that has a traditional rural, agricultural economy which has expanded to include a business and industrial focus that is national and international in scope. South Carolina State University's 1890 land-grant legacy of service to the citizenry of the state is ensured through its collaborative efforts with local, rural, and statewide businesses, public education, colleges and industry. This symbiotic relationship provides a catalyst that spurs a reciprocal economic and social growth for the University, state, nation and the international community-at-large.

South Carolina State University, founded in 1896 as a historically Black co-educational institution, embraces diversity among its students, faculty, staff and programs. While maintaining its traditional focus, the University is fully committed to providing life-long learning

opportunities for the citizens of the state and qualified students of varied talents and backgrounds in a caring and nurturing learning environment.

South Carolina State University, through instruction, research and service activities, prepares highly skilled, competent, economically and socially aware graduates to meet life's challenges and demands that enable them to work and live productively in a dynamic, global society. The University offers sixty baccalaureate programs in the areas of applied professional sciences, engineering technology, sciences, arts, humanities, education and business. A small number of programs are offered at the master's level in teaching, human services and agribusiness, and the educational specialist and doctorate programs are offered in educational administration. Faculty and students participate in research that stimulates intellectual growth, enhances and facilitates student learning and adds to the scientific knowledge base of the academy. Service activities, which are provided through programs related to agriculture, adult and continuing education, research, cultural arts, small business development and other special interest areas, are designed to enhance the quality of life and promote economic growth. These efforts, supported by various applications of technology, are achieved in a climate of mutual trust and respect through methods of scholarly inquiry and scientific research.

The South Carolina State University Mission Statement was approved by its Board of Trustees on December 2, 1997.

ADMINISTRATIVE ORGANIZATION

The authority and responsibility for the governance of South Carolina State University is vested in the Board of Trustees. The Board of Trustees, directly or through its authorized committees, establishes general policies of the University and formulates its board program of educational activities. The Board elects the president of the University to whom it delegates full authority and responsibility for the detailed administration of the institution.

The faculty, subject to the review by the President and Board of Trustees, has legislative powers in all matters pertaining to the standards of admissions, registration, requirements for and the granting of degrees earned in courses, the curriculum, instruction, research extra curricular activities, the educational policies and the standards of the University, and all other matters pertaining to the conduct of faculty affairs, including the discipline of its own members.

BOARD OF TRUSTEES AND SENIOR ADMINISTRATORS

BOARD OF TRUSTEES

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Mr. Reggie Gallant
Mr. Karl V. Green
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Mr. Jonathan Pinson, 93
Mrs. Martha S. Smith, Governors Designee

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Dr. M. Evelyn Fields ~ President, Faculty Senate

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Dr. Rita Teal , ~ Interim Vice President, Academic Affairs/ Executive Director for Insititional Effectiveness
Dr. Valerie S, Fields ~ Interim Vice President, Student Affairs
Mr. John E. Smalls ~ Senior Vice President, Financial Affairs and Management Information Systems
Dr. Jackie Epps , 69 ~ Interim Vice President, Institutional Advancement
Dr. Leola Adams, 69 ~ Interim Vice President, Research and Economic Development
Mrs. Charlene M. Johnson, 80 ~ Athletics Director
Dr. Carl E. Jones, 76 ~ Executive Director for Student Success and Retention Programs
Attorney Edwin D. Givens, 85 ~ Special Assistant to the President for Legal Affairs

SENIOR ADMINISTRATORS

Dr. Christine R. Boone, Interim Associate Vice President for Academic Affairs
Dr. Learie Luke, Interim Associate Vice President for Faculty and Programs
Mr. Joseph Pearman, Assistant Vice President for Fiscal Affairs
Vacant, Vice President for Student Affairs
Mr. Elbert Malone, Interim Assistant Vice President for Sponsored Programs
Ms. Lillian Adderson, Assistant Vice President for Alumni Relations

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Seat 12, At-Large

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Seat 2

Karl V. Green
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Seat 8, At-Large

Jonathan Pinson
Seat 10, At-Large

Martha Scott Smith
Governors Designee

Vacant
Seat 7, At-Large

Leonard A. McIntyre., B.A., MAT., Ph.D.
Interim President

GENERAL INFORMATION

Admissions

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ADMISSIONS

UNDERGRADUATE ADMISSIONS

General Information. University requirements place considerably more demands on the intellectual abilities and interest of the student than does high school, but high achievement in high school is an indication of the ability to do well in college.

For the admission of first-time entering freshmen, major emphasis is placed on the successful completion of all required college preparatory courses (as determined by the South Carolina Commission on Higher Education), grade point average (GPA), and rank-in-class. The Scholastic Aptitude Test (SAT I) or American College Test (ACT) score is evaluated in conjunction with the high school scholastic achievement.

The University reserves the right to deny admission to any applicant who, in the judgment of the Admissions Committee or the Director of Admissions, may not benefit from South Carolina State University's educational program or whose presence or conduct may impact negatively on its program.

The University also reserves the right to look beyond the basic academic credentials to grant admission to applicants, when an applicant possesses special talents and accomplishments that will contribute to the institutional program.

ADMISSION PROCEDURES

Application forms to be used in applying for admission or readmission may be obtained by writing to the Office of Admissions and Recruitment, South Carolina State University, P.O. Box 7127, 300 College Street, NE Orangeburg SC 29117 or by visiting the University's web-site at www.scsu.edu.

Applicants seeking admission to either the fall or spring semester must have all credentials on file not later than July 31 and November 30, respectively.

An application fee of $25.00 must accompany the application. This fee is set by the University and may change. Money orders, credit card payments or cashier checks should be made payable to South Carolina State University. Cash payments are accepted at the Cashiers Office only; do not mail cash payments. Applicants for admission or readmission who submit their records after the respective deadlines must also pay a penalty fee set by the University.

ADMISSION REQUIREMENTS

Freshman Admission Requirements. Applicants are considered for admission after the following credentials have been received:

1. completed application;
2. official high school transcript including GPA and class rank (with confirmation of receipt of a valid high school diploma) or GED certificate. A student who is attending high school and has not yet graduated can be considered for admission pending completion of required courses; and
3. SAT I or ACT score.

College Preparatory Course Prerequisites Requirements. The South Carolina Commission on Higher Education mandates that all incoming freshmen meet certain minimum course requirements along with a high school diploma.

High School Course Requirements:

• English	4 units
• Mathematics	3 units (Algebra I, Algebra II, and Geometry)
• Laboratory Science	3 units (Biology, Chemistry, Physics) and /or a prerequisite of Biology or Chemistry.
• Foreign Language	2 units (same language)
• Social Studies	3 units (U.S. History, Economics and Government recommended, and one other unit)
• PE or ROTC	1 unit
• Electives	4 units (Advanced Mathematics, Computer Science, English, Fine Arts, Foreign Languages, Humanities or Laboratory Sciences).

For specific information on the different categories for admission, contact the Office of Admissions and Recruitment.

Entrance Examination. All undergraduate applicants applying for admission as new freshmen are required to take either the SAT I or ACT test. Those who have taken one of these tests and wish to be considered for admission to the University must have an official transcript mailed directly to the Office of Admissions and Recruitment.

Applicants are urged to apply for and complete the required examinations well in advance of the semester for which they seek admission. These examinations are administered nationally on established schedules with a closing date for each administration. Information may be obtained from high school guidance counselors, at these agencies' web sites, or by writing or calling directly.

In completing the application for the SAT I or ACT, applicants should be sure to list South Carolina State University as one of the schools to receive their examination scores. The University's code is 5618.

Students who have been out of high school for more than five (5) years are not required to submit SAT I or ACT scores for the purpose of admission.

TRANSFER STUDENTS

Major emphasis is placed on the applicant's previous academic record and eligibility to return to the college or university last attended.

Failure of transfer students to submit complete records of all college and university attendance, whether credit was earned or not, may constitute sufficient cause for dismissal from the University. The submission of fraudulent records constitutes grounds for denial of admission or dismissal from the University.

Transfer students must earn at least 30 semester hours in residence at South Carolina State University to earn a degree.

Transfer: State Policy and Procedures

Background. Section 10-C of the South Carolina School-to-Work Transition Act (1994) stipulates that the Council of College and University Presidents and the State Board for Technical and Comprehensive Education, operating through the Commission on Higher Education, shall develop better articulation of associate and baccalaureate degree programs. To comply with this requirement, the commission upon the advice of the Council of Presidents established a Transfer Articulation Policy Committee composed of four-year institutions' vice presidents for academic affairs and the Associate Director for instruction of the State Board for Technical and Comprehensive Education. The principal outcomes derived from the work of the committee and accepted by the Commission on Higher Education on July 6, 1995, were:

- An expanded list of 72 courses which will transfer to four-year public institutions of South Carolina from the two-year public institutions;
- A statewide policy document on good practices in transfer to be followed by all public institutions of higher education in the State of South Carolina, which was accepted in principle by the Advisory Committee on Academic Programs and the commission;
- Six task forces on statewide transfer agreements, each based in a discipline or broad area of the baccalaureate curriculum.

In 1995 the General Assembly passed Act 137, which stipulated further that, the South Carolina Commission on Higher Education "notwithstanding any other provision of law to the contrary, shall have the following additional duties and functions with regard to the various public institutions of higher education."

These duties and responsibilities include the commission's responsibility "to establish procedures for the transferability of courses at the undergraduate level between two-year and four-year institutions or schools." This same provision is repeated in the legislation developed from the Report of the Joint Legislative Study Committee.

Act 137 directs the commission to adopt procedures for the transfer of courses from all two-year public to all four-year public institutions of higher education in South Carolina. Proposed procedures are listed below. Unless otherwise stated, these procedures shall become effective immediately upon approval by the commission and shall be fully implemented, unless otherwise stated, by September 1, 1997.

Statewide Articulation of 72 Courses

1. The Statewide Articulation Agreement of 72 courses already approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions shall be applicable to all public institutions, including two-year institutions and institutions within the same system. In instances where an institution does not have synonymous courses to ones on this list, it shall identify comparable courses or course categories for acceptance of general education courses on the statewide list.

Admissions Criteria, Course Grades, GPAs, Validations

2. All four-year public institutions shall issue annually in August a transfer guide covering at least the following items:
   A. The definition of a transfer student and requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.
   B. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT I, ACT) taken more than a given time ago, for academic course work taken elsewhere, for course work repeated due to failure, for course work taken at another institution while the student is academically suspended at his/her home institution, and so forth.
   C. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.
   D. Institutional procedures used to calculate student applicants' GPAs for transfer admission. Such procedures shall describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they shall also describe whether all course work taken prior to transfer or just course work deemed appropriate to the student's intended four-year program of study is calculated for purposes of admission to the institution and / or programmatic major.
   E. Lists of all courses accepted from each technical college (including the 72 courses in the Statewide Articulation Agreement) and the course equivalencies (including "free elective" category) found on the home institution for the courses accepted.
   F. Lists of all articulation agreements with any public South Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.
   G Lists of the institution's Transfer Officer(s) personnel together with telephone and FAX numbers and office address.
   H. Institutional policies related to "academic bankruptcy" (i.e., removing an entire transcript or parts thereof from a failed or underachieving record after a period of years has passed) so that re-entry into the four-year institution with course credit earned in the interim elsewhere is done without regard to the student's earlier record.
   I. "Residency requirements" for the minimum number of hours required to be earned at the institution for the degree.

3. Course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable if the student has completed the course work with a "C" grade (2.00 on a 4.00 scale) or above, but transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made.
   A. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.00on a 4.00 scale shall apply such entrance requirements equally to transfer students from regionally accredited South

Carolina Public Institutions regardless of whether students are transferring from a four-year or two-year institution.

B. Any multi-campus institution or system shall certify by letter to the commission that all course work at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.

4. Any course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable to any public institution without any additional fee and without any further encumbrance such as a "validation examination," "placement examination/instrument," verification instrument," or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

Transfer Blocks, Statewide Agreements, Completion of the AA/AS Degree

5. The following transfer Blocks/Statewide Agreements taken at any two-year public institution in South Carolina shall be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs, as follows:
   - Arts, Humanities, and Social Sciences: Established curriculum block of 46-48 semester hours.
   - Business Administration: Established curriculum block of 46-51 semester hours.
   - Engineering: Established curriculum block of 33 semester hours.
   - Science and Mathematics: Established curriculum block of 48-51 semester hours.
   - Teacher Education: Established curriculum block of 38-39 semester hours for early childhood, elementary, and special education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult the Arts, Humanities, and Social Sciences or the Math and Science transfer blocks, as relevant, to assure transferability of course work.
   - Nursing: By statewide agreement, at least 60 semester hours shall be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any South Carolina public associate degree program in nursing (ADN), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed registered nurse.
6. Any "unique" academic program not specifically or by extension covered by one of the statewide transfer blocks/agreements listed in #4 above shall either create its own transfer block of 35 or more credit hours with the approval of CHE staff or shall adopt either the Arts/Social Science, Humanities or the Science/ Mathematics block by September, 1996. The institution at which such program is located shall inform the staff of the CHE and every institutional president and vice president for academic affairs about this decision.

7. Any student who has completed either an Associate of Arts or Associate of Science degree program at any two-year South Carolina institution which contains within it the total course work found in either the Arts/Social Sciences/Humanities Transfer Block or the Math/Science Transfer Block shall automatically be entitled to junior-level status or its equivalent at whatever public senior institution to which the student might have been admitted. (Note: As agreed by the Committee on Academic Affairs, junior status applies only to campus activities such as priority order for registration for courses, residence hall assignments, parking athletic event tickets, etc. and not in calculating academic degree credits.)

Related Reports and Statewide Documents

8. All applicable recommendations found in the commission's report to the General Assembly on the School-to-Work Act (approved by the Commission and transmitted to the General Assembly on July 6, 1995) are hereby incorporated into the procedures for transfer of course work among two-and four-year institutions.

9. The policy paper entitled State Policy on Transfer and Articulation, as amended to reflect changes in the numbers of transfer blocks and other Commission action since July 6, 1995, is hereby adopted as the statewide policy for institutional good practice in the sending and receiving of all course credits to be transferred.

Assurance of Quality

10. All claims from any public two-or four-year institution challenging the effective preparation of any other public institution's course work for transfer purposes shall be evaluated and appropriate measures shall be taken to reassure that the quality of the course work has been received and approved on a timely basis by sending and receiving institutions alike. The process of formal review shall occur every four years through the staff of the Commission on Higher Education, beginning with the approval of these procedures.

Statewide Publication and Distribution of Information on Transfer

11. The staff of the Commission on Higher Education shall print and distribute copies of these Procedures upon their acceptance by the commission. The staff shall also place this document and the Appendices on the commission's Home Page on the Internet under the title "Transfer Policies."

12. By September 1 of each year, all public four-year institutions shall on their own Home Page on the Internet under the title "Transfer Policies":
    A. Print a copy of this entire document (without appendices).
    B. Print a copy of their entire transfer guide.
    C. Provide to the staff of the commission in satisfactory format a copy of their entire transfer guide for placing on the commission's Home Page on the Internet.

13. By September 1 of each year, the staff of the State Board for Technical and Comprehensive Education shall on its Home Page on the Internet-under the title "Transfer Policies":
    A. Print a copy of this document (without appendices).
    B. Provide to the commission staff in format suitable for placing on the commission's Home Page of the Internet a list of all articulation agreements that each of the sixteen technical colleges has with public and other four-year institutions of

higher education, together with information about how interested parties can access those agreements.

14. Each two-year and four-year public institutional catalog shall contain a section entitled "TRANSFER: STATE POLICIES AND PROCEDURES." Such section at a minimum shall:
    A. Publish these procedures in their entirety (except Appendices)
    B. Designate a chief Transfer Officer at the institution who shall:
        - Provide information and other appropriate support for students considering transfer and recent transfers serve as a clearinghouse for information on issues of transfer in the State of South Carolina.
        - Provide definitive institutional rulings on transfer questions for institution's students under these procedures.
        - Work closely with feeder institutions to assure ease in transfer for their students.
        - At South Carolina State University, the Transfer Officers are:

    Martin T. Kinard, Coordinator for Transfer Admissions, email: zs_mkinard@scsu.edu, telephone: 803-536-8410; and

    Babette Parler, email: bparler@scsu.edu, telephone: 803-536-8408.

    Mailing Address:

    South Carolina State University
    P.O. Box 7127
    300 College Street, NE
    Room 203 Moss Hall
    Orangeburg SC 29118
    Fax: 803-516-4714

    C. Designate other programmatic Transfer Officer(s) as the size of the institution and the variety of its programs might warrant.
    D. Refer interested parties to the institutional Transfer Guide of the State's four-year institutions.
    E. Refer interested parties to the institution's and the Commission on Higher Education's Home Pages on the Internet for further information regarding transfer.

REQUIREMENTS FOR ADMISSION

1. A minimum 2.00 grade point average on a 4.00 scale, or the equivalent of a "C" on other scales.
2. Official transcripts submitted from each college or university attended.
3. If less than 30 semester hours have been earned, in addition to college or university transcripts applicants must submit a complete high school transcript, SAT/ACT score high school grade point average and class rank.

TRANSFER CREDIT

Only grades of "C" and better are accepted for transfer credit. Each transcript is evaluated on its own merit in accordance with its conformity with the program of study at South Carolina State University. Credit transferred is not used in computing the grade point average at South Carolina State University.

Applicants should be prepared to supply the catalog of the institution or institutions previously attended.

Students transferring from non-accredited institutions are temporarily assigned an unclassified standing.

SPECIAL STUDENTS

The special student classification is designed for persons who want to take college courses but who have no interest in pursuing a degree. Applicants who are denied regular admission to South Carolina State University are not eligible to apply as special students.

Evidence of high school graduation or GED is required of each applicant. Special students may enroll for a maximum of eighteen undergraduate hours. At the beginning of each semester, students must submit a new application.

Special students who have completed eighteen hours or less may apply to South Carolina State University under the regular admission requirements. If admitted, the work previously taken in this classification may apply toward a degree at the University only if the courses are applicable to major curriculum.

TRANSIENT STUDENTS

Students classified as transient are enrolled at South Carolina State University for a specific course or courses and have credits transferred to the college or university that they attend. However, if they desire, transient students may apply to attend South Carolina State University as a Transfer student.

READMIT STUDENTS

Former students of the University, in good standing who have not enrolled for one or more semesters (summer session excluded) must file an application for readmission which is available from the Office of Admissions and Recruitment or the University's web-site.

Applicants for readmission who have received credit at another college or university during their absence from the University will be considered for admission as a transfer readmit student.

HEALTH EXAMINATION AND IMMUNIZATION

A medical history and physical examination are required of every student. No new student will be permitted to enroll in the University until this record is completed. Every readmitted student who has not been in attendance within three years immediately prior to date of application is required to have a medical examination. The examination must be administered by the student's physician or a health care clinic and reported on a special form provided for this purpose by the University.

South Carolina state law and the University require that all students, prior to registration, document evidence of the following immunizations:

1. Administration of tetanus toxoid booster within the last five years.
2. Administration of trivalent oral polio vaccine (Sabin) series.

3. Administration of Rubeola (Red Measles) live virus after January 1, 1968, if born after January 1, 1957.
4. Administration of Rubella (German Measles) vaccine with live virus after June 1, 1969, if born after January 1, 1957.
5. Tuberculin skin test (PPD) within the past 12 months. If tuberculin test is positive, negative x-ray must be documented within six (6) months prior to admission.

ADVANCED PLACEMENT

The University grants advanced placement, and placement with credit to beginning students who score three and above on tests in the Advanced Placement Program of the College Entrance Examination Board. Students interested in Advanced Placement should consult their guidance counselors and sit for the achievement tests in their senior year. A copy of the test results should be sent to South Carolina State University**.**

As a guide for awarding AP credit the University accepts the American Council on Education recommendations. Departmental chairpersons make the decision to award placement with credit, or placement without credit. If placement only is given, an elective must be taken in lieu of each course used for placement.

Art
Art History
Studio Art
Drawing Portfolio
General Portfolio

Biology

Calculus
Calculus AB
Calculus BC

Chemistry
General Chemistry

Computer Science
Computer Science A
Computer Science AB

History
European
United States

Music
Music Theory
Music Listening and Literature

Physics
Physics B
Physics C
Electricity and Magnetism
Mechanics

Economics
Macroeconomics
Microeconomics

English
English Language and Composition
English Literature and Composition

German Language

Government and Politics
Comparative
United States

Psychology
Introductory Psychology

Spanish
Spanish Language
Spanish Literature

Statistics

French
French Language
French Literature

INTERNATIONAL STUDENTS

The University defines an international student as a student who is not a citizen or legal permanent resident of the United States. Students applying for admission from countries other than the United States must submit the required credentials and examination scores as U.S. applicants.

To apply for admission, international students must submit all required credentials and supporting documentation by June 30 for the fall semester, and October 30 for the spring semester. The **SAT I or ACT** cannot be waived or postponed. **TOEFL** (The Test of English as a Foreign Language) **Score** is
Required of all students whose native language **is *not*** English.

TOEFL Exception

The TOEFL score requirement for admission of international students may be waived based on fulfillment of the following conditions: 1) applicant is a transfer student from an accredited American college or university; 2) applicant was enrolled for at least one year; 3) applicant has a minimum cumulative GPA of 2.00; 4) applicant has taken one year of academic transferable English; 5) applicant earned a minimum grade of 'C' in the equivalent of freshman English; 6) applicant is otherwise fully admissible with the exception of the TOEFL score requirement.

Photocopies or original certificates or transcripts-
Applicants submitting BGCSE, CXS, EASC, GCE, GCSE, HSC, SSC, WAEC, or WASC results must submit either original certificates or have the issuingcouncil send the Office of Admissions and Recruitment an official statement of results.

Statement of Financial Support – The student is responsible for locating financial resources to cover expenses while studying in the United States. The statement should be issued from a financial institution verifying the amount in US currency on account to beused for the student's educational purposes. The Statement of Financial Support must be on file before the admission application is processed.

Transfer students - must submit official copies of transcripts from all colleges/universities attended. If the colleges/universities are located outside of the United States, it is suggested that an evaluation is first done by World Education Services, Inc., P.O. Box 5087, Bowling Green Station, New York, NY 10274-5087 or www.wes.org. If the student has earned 30 collegiate hours or more, the SAT1/ACT is not required.

Immigration Documentation-All F-1 students must present their passport, I-94 and other immigration documentation upon arrival to the University. A copy of the documentation and the student's local address must be on file in the Office of Multicultural Affairs once an address is established.

The SEVIS I-20 (Certificate of Eligibility) is required to apply for a student visa (F-1)at an U.S. Embassy or Consulate. The SEVIS I-20 cannot be issued to the student until he/she has been fully accepted for admissions.

The I-901 form & fee of $100 paid in U.S currency is used to support the nonimmigrant reporting system authorized by Public Law 104-208, Subtitle D, Section 641.The only forms of payment that will be accepted are checks and money orders, made payable to: "I-901 Student/Exchange Visitor Processing Fee." If this fee is not paid before the student applies for the F-1 visa the student will not be issued a visa or be admitted to the United States. The I-901 form will be mailed to the applicant along with the SEVIS I-20.

Mail the Form I-901 and payment to:

I-901 Student /Exchange Visitor Processing Fee
P.O. Box 970029
St. Louis, MO 63197-0020

Courier the Form I-901 and payment to:

I-901 Student/Exchange Visitor Processing Fee
1005 Convention Plaza
St. Louis, MO 63101

Alternately, online payment may be made using a credit card. The online Form I-901 is available at**: wwwFMJfee.com.**

Regulations of the U.S. Immigration and Customs Enforcement require that all F-1 students pursue a full course of study at all times. Undergraduate F-1 students must register for a minimum of 12 credit hours each semester enrolled.

DEADLINE DATES FOR INTERNATIONAL STUDENTS

The deadline date for the fall semester admissions, which begins in August of each year, is June 30. The deadline for applying for the spring semester, which begins in January of each year, is October 30.

NOTICE OF ACCEPTANCE

Applicants who have submitted all the required documents are notified of the admission decision in writing within two weeks.

A letter of acceptance, acceptance form and other materials are sent to applicants whose credentials are acceptable for admission or readmission to the University. Upon receipt of this notice, a non-refundable acceptance fee of $35.00 must be sent to the Business Office within 30 days from the date of acceptance.

Students who have been accepted by the University and who have paid their acceptance fees are required to attend the orientation program. During the orientation period, various tests are administered. The results of these tests, the SAT I or ACT tests and the student's major as indicated on the application form, are used to determine the class schedule for the student's first semester at the University. All freshmen are required to sit for a reading and hearing test.

NEW STUDENT (Freshmen and Transfers)

ORIENTATION PROGRAM

New Student Orientation is a two-part program designed to introduce students to the academic community, assist them with the acclimation process, and assist them with their understanding of the purpose and value of higher education. The program consists of a series of activities centered on the South Carolina State University's policies, procedures, campus life, campus services, academic programs; Orientation also allows students to get acquainted with the university's organizational structure and essential university personnel. Orientation Week, the first part of the program, is held prior to the first week of the semester. University 101, the second part of the program is a one-semester course, which is held on Tuesdays and Thursdays at 1:00 p.m. throughout the semester. Both parts of the program are required for all new students. New students with more than 30 semester credit hours are required to attend the Orientation Week activities **ONLY**.

Orientation Week, the first part of the New Student Orientation Program activities, includes the official welcome by South Carolina State University's President and the president's reception; the literary symposium from the Bulldog Reading List and Literary Feud; and academic advising; academic and social information sessions; bonding activities; and the New Students' Fashion and Talent Show. Additionally, upperclassmen who serve as Student Orientation Leaders assist with the orientation program. They serve as mentors to assist students with the acclimation process from high school to college.

University 101, a one-semester course and the second part of the New Student Orientation Program, provides students with empowerment skills to enhance their probability for success as a collegian. The course focuses on the university's history, traditions, and organizational structure; personal and social development skills; academic procedures and regulations; career explorations; and the policies and procedures governing the students' code of ethics. It also provides students with enabling skills to make informed academic decisions about their collegiate tenure at the university.

This course is required for all new students. Continuing Education students must enroll in University 101 before completing 30 semester credit hours. Transfer students with less than 30 hours are also required to take University 101.

For more information concerning Orientation and New Student activities and orientation please see Student Success and Retention on pages 57-60.

FRESHMAN SCHOLARSHIPS

General Information

Scholarships are available to incoming freshman who enroll at the University as full-time, degree seeking students. The deadline for submitting scholarship applications is March 31, unless otherwise stated. All students applying for scholarships must complete the Free Application for Federal Student Aid (FAFSA) form (the University Title IV school code is 003446) and have the Student Aid Report (SAR) sent to the Office of Financial Aid at South Carolina State University by May 1.

FEES AND EXPENSES

GENERAL INFORMATION

All expenses for the semester, including fees, room and board, must be paid before or at the beginning of each semester as a condition of admission to class. No student should come to the University for registration without money sufficient to cover all of his fees, expenses and deposits for that semester. A receipt should be secured from the Business Office showing that fees and expenses have been paid. A penalty of $100 is charged for registration completed within the period set apart for late registration.

To confirm acceptance, a deposit of $35, payable within 30 days of notification of acceptance, is required of all new and readmitted students who were not enrolled in the previous semester. This deposit will be applied to the credit of the student's college fee, and is not refundable should the student find that he cannot enter the University. However, he may receive credit for the deposit if he decides to enroll at the University the semester following that for which the deposit was made, but no credit thereafter.

Registration is not complete until all fees have been settled. No student will have any privileges in classes or laboratories until all fees and expenses have been settled.

All students indebted to the University must clear all financial obligations with the Business Office prior to the taking of final examinations. Students whose bills have not been paid cannot enter final examinations. Those whose accounts become two months in arrears may be requested to withdraw from the University. Students failing to take a final examination because of failure to clear financial obligations must take the final examination prior to the next scheduled registration of the regular academic year after payment of a $5 special examination fee. Request for this examination must be made to the head of the department of the area in which the examination was missed.

Money orders, cashiers' checks or certified checks for the exact amount of charges should be made payable to "South Carolina State University," and sent to the Cashier's Office, P.O. Box 7425.

Transportation expenses to centers where students do practice teaching must be paid by the practice teachers.

REFUND POLICY

Refunds of charges will be made as follows:

General Academic Fee (College and Tuition) Refunds-In the event of withdrawal from the University, reduction of course load or withdrawal from courses, refunds may be granted to students in accordance with refund schedule on file in the Office of Accounts Receivable, basement of Wilkinson Hall. Academic refunds are prorated on the basis of the following schedule for fall and spring semesters:

Official Withdrawal Dates and Percentage of Refund

Before end of 1st week of classes	100%
Before end of 2nd week of classes	75%
Before end of 3rd week of classes*	50%
Before end of 4th week of classes	25%

After the third week of classes, students withdrawing from the University under disciplinary action are ineligible for a refund.

Laboratory Fees are Nonrefundable—Tuition charges paid from grants or loans are restored to those funds on the same prorated basis.

Board—A prorated portion of the fees paid for board will be refundable if a student officially withdraws from school. Refunds will not be made for periods of less than one week.

Room Rent—Refundable only upon written approval of the Vice President for Student Affairs. Such written request must be received prior to August 1, for the first semester or December 1 for the second semester.

Room Deposit—Refundable only if the University is unable to assign housing.

Medical Withdrawals—Students withdrawing for medical reasons during the first fourteen calendar days after the first day of class will be granted a full refund. Withdrawals on the fifteenth day and thereafter will be based on the above refund policy.

Acceptance Fee--Not refundable

Other Fees—Not refundable, except in the instances where it can be shown that an error in such charges occurred. (Fees paid for traffic violations, library fines, athletic equipment, etc. are not refundable.)

Process of Refunds—Refunds due are computed from the date of official withdrawal from the University, official reduction of course load, official withdrawal from courses, or official withdrawal from housing. No refund due is guaranteed until 30 days after the first day of classes each term.

Note: The fees and expenses listed in this catalog are those in effect at the time of publication. They are subject to change at any time by action of the South Carolina State University Board of Trustees or the South Carolina Legislature.

Title IV Refunds/ Return of Funds – If you are receiving financial aid from Title IV federal funds and you withdraw from the university under any circumstances, SCSU will determine whether a refund or repayment is owed to the Title IV account. If a refund or repayment to the account is required, SCSU will return funds according to the federal refund policy.

The federal return of funds policy requires that a portion of financial aid funds be returned to the appropriate program upon a recipient's withdrawal from college. The amount to be returned is based on the percentage of enrollment completed for that term and the amount of financial aid assistance considered earned.

The number of calendar days in the enrollment period (term) is divided into the number of calendar days the student completed for that term. The amount of financial aid earned is equal to the percentage of the term that was completed (up to the 60 percent point). If the student withdraws after the 60 percent point term of the semester, the student is considered to have earned 100 percent of financial aid received for that term.

The university and the student are both responsible to return unearned financial aid assistance to the appropriate program.

DEFERRED TUITION PAYMENT POLICY

Tuition payments are a principle source of income for South Carolina State University. As used, the term tuition includes charges assessed for instructional fees and other charges for various auxiliary enterprises**.**

The University realizes that many students rely heavily on Stafford loans, federal and state grants and other private sources to provide the required tuition payments. Increasingly students are not receiving support from their parents and are self-supporting, particularly with respect to education costs. As a result of these factors, the University firmly believes that a Deferred Tuition Payment Plan should be available to those students who demonstrate need for special consideration.

POLICY

In order to prevent delays in registration, because of possible delays in awarding of financial aid, and in order to accommodate those students who are self-supporting their educational costs, the University will provide the following Deferred Tuition Payment Plan.

1. In order to be considered for eligibility, the student must be in good academic standing.
2. When deemed appropriate by the Deferred Tuition Committee (consisting of the Vice President for Finance and Management, and the Vice President for Student Affairs), exceptions may be made, if in its judgment there are extenuating circumstances.
3. No student will be allowed to register for any subsequent semester until all previously due fees are paid in full.
4. In the event a student account must go to an outside collection agency, the student must pay reasonable collection cost, attorney fees and charges necessary for the collection of any amount not paid when due.

STUDENT STATUS

For the purpose of the payment of tuition and other applicable fees, "Student Status" is defined as follows:

Full-time undergraduate student**—Twelve (12) or more semester hours.**

Full-time graduate student—Nine (9) or more semester hours.

Part-time undergraduate student—Eleven (11) semester hours or fewer.

Non-resident (out-of-state) —The laws of the State of South Carolina define residency status for the purpose of payment of tuition and fees. Information concerning this subject is available in the Office of Admissions and the Registrar's Office.

UNIVERSITY FEE, TUITION AND LIBRARY FEE PER SEMESTER

NOTE: These charges are basic for full-time students and do not include books (estimated at $600 per semester) and other necessary charges such as music, directed teaching, graduation, etc., which must be determined on an individual basis.

Full-Time Students	**South Carolina Students**	**Out-of-State Students**
Undergraduate		
Tuition	$ 257	$ 431
University Fee	3,162	6,510
Library Fee	50	50
Laboratory Fee	50	50
Health Services Fee	70	70
SGA Activity Fee	70	70
Total	**$3,659**	**$7,181**
Graduate		
Tuition	$ 257	$ 431
University Fee	3,162	6,510
Library Fee	50	50
Laboratory Fee	50	50
Health Services Fee	70	70
SGA Activity Fee	70	70
Total	**$3,659**	**$7,181**

Part Time Students	**South Carolina**	**Out-of-State**
Undergraduate		
Per Semester Hour	$305.00	$598.00
GraduateLevel		
Per Semester Hour	$407.00	$798.00

Overload
All students officially enrolled in 18 hours or more (to include credit by exam, cross registration, audit, etc.) will be required to pay per credit hour for all hours in excess of 18 hours at the in-state/out-of-state rate.

HOUSING FEES

COST PER SEMESTER

A) Mays I, Mitchell, Truth	$1,397
B) University Village- Double	$1,995
C) Battiste, Mays II, Queens Williage	$2,008
D) University Village - Single, New Complex - 4BR/2BA	$2,546
E) New Complex - 4BR/2BA	$2,730

Other Housing Fees

A fee of $5.00 (cash only) will be collected at the residence hall when you claim your room. This fee is required for class dues and the purchase of periodicals in the residence hall.

Room Deposit (Required of all dormitory students)—$25.00 – first time Freshman. Returning students $150.00. This fee is non-refundable. A Housing Security Deposit - $50.00.

Procedures for Requesting Dormitory Room

The $25 room deposit (for first time freshmen and $150.00 for returning students) is a down payment which is applicable to the next semester's rent. This $150 deposit is refundable only if no housing assignment is made. After payment of the $150 room deposit in

March, upper-class students must pay the balance of their **required** room rent on or before July I in order to retain their room assignment.

After payment of the $150 room deposit with the submission of the Acceptance Form and Room Reservation Request, new and re-admitted students must pay the balance of their room rent on or before July 1. Those accepted after July I must pay the balance of their required room rent within 15 days after having been assigned a room.

Failure to make payment as indicated will result in forfeiture of the room deposit and cancellation of room assignment. Once full payment has been made, it can be refunded only in accordance with the refund policy for rent.

ROOM ASSIGNMENTS

A written request for specific rooms and roommates is honored whenever possible. The University, however, reserves the right to make those assignments which are considered to be in the best interest of the Institution and student body. All assignments are determined by the date of payment of the room deposit. Part-time students are not eligible for campus housing.

Services Furnished

All residence hall rooms are sufficiently furnished: therefore there is no need for additional furniture. Students must, however, provide their own pillows, linens, spreads, draperies or other decorations.

MARRIED STUDENT HOUSING

The University maintains a limited number of efficiency apartments which are available to married students. These apartments are furnished with a stove and refrigerator. To secure an apartment, a deposit of $90 is required. Interested applicants may contact the Office of Student Housing.

BOARD

It is mandatory for all students living in the university dormitory to eat in the university cafeteria. At no time will there be any exceptions to this policy.

Students living off campus are allowed to eat in the cafeteria, after they have paid their board for the semester.

At the time of registration, charges of board for the semester are assessed. No reduction will be made in board for absences of less than one week.

COST PER SEMESTER

Freshmen, certain transfer students and students on full scholarships are required to take the 21-Meals Plan. All other students who reside in residence halls and/or are employed in one of the University's cafeterias may select either a 21-Meals Plan or 14-Meals Plan. Only off-campus students can purchase the 7-Meals Plan.

	2007-2008
21-Meals Per Week	$1,290.00/Semester
100 Block	450.00/Semester
50 Block	275.00/Semester
25 Block	190.00/Semester

SPECIAL FEES PER SEMESTER

	Full-time Students	Part-time Students
Course Auditing	No additional charge if full-time	1/2 cost per applicable semester hour charge
Practice Teaching (One area)	$70.00	$125.00
Private Music Lessons (Non-Majors, one 60-minute or two 30-minute lessons per week)		
Piano 100-406	$35.00	$35.00
Organ 120-426	$40.00	$40.00
Voice 110-416	$30.00	$30.00
Instrumental	$20.00	$20.00
Private Music Lessons (Majors)	Same cost as for non-majors but not to exceed $50 for any combination of courses	
Laboratory Fees (Chemistry, Biology, Physics, Typewriting, Audiovisual Aids)	No additional Charge	$20.00
Advanced Practicum	$65.00	$65.00
Physical Education Uniform (approximate)	$40.00	$40.00
Student Activity Card (Optional for part-time students)	No additional charge	$60.00
Year Book	No additional charge if enrolled for full academic year	$35.00
Late Registration	$100.00	$100.00
Graduate Record Examination	$10.00	$10.00
Transcript (each request)	$3.00	$3.00
Fax Charge (Transcripts, verifications, etc.)	$5.00	$5.00
Graduation Fees (non-refundable)		
Undergraduate	$80.00	$80.00
Master/Ed.S	$90.00	$90.00
Doctorate	$95.00	$95.00
Duplicate Diploma	$45.00	$45.00

Late Graduation Fees (Penalties)

a. $25.00-One (1) week after the deadline to apply.
b. $50.00-Second week after the deadline to apply up to thirty (30) days.

c. AFTER THE 30 DAY LATE PERIOD, A $25.00 PROGRESSIVE WEEKLY PENALTY WILL BE ADDED UP TO A MAXIMUM OF $300.00.

Student Car Registration	..$60.00	$60.00
Lost I.D. Card	..$10.00	$10.00
Lost Key.	.$120.00	$120.00

English 111 Functional Grammar – Three credit hour charge

FINANCIAL AID

FINANCIAL NEED

While the academic record of a student is important for admission to college and for certain scholarships, most financial aid is awarded primarily on the basis of financial need. Financial need is determined by comparing the amount a student and his family can provide toward his college education with the actual cost of attending South Carolina State University. The purpose of financial aid is to supplement the resources of a student and his family. It does not exist to replace these typical sources of support.

Since tuition and fees are due and payable as a part of the student's registration, no student should come to the College for registration without money sufficient to cover all of the fees and deposits for the semester. The need for financial assistance should be anticipated and all arrangements for aid should be made with the Financial Aid Office before the day of registration.

All Financial Aid/Scholarships must be received at the University before any refunds are made. Where payment was not actually made, but credit was granted based upon anticipated financial aid or income, no refunds will be made until all anticipated financial aid or income is received by the University.

HOW TO APPLY FOR FINANCIAL AID

A Free Application for Federal Student Aid (FAFSA) form may be obtained by writing to the Office of Financial Aid, South Carolina State University, Orangeburg, South Carolina 29117 or by going online at www.fafsa.ed.gov.

The FAFSA and any other aid information requested should be received in the Financial Aid Office by May 1 for the fall and spring semesters. A separate application for the summer semester is required and a FAFSA should be on file prior to April 1. Applicants should allow at least thirty (30) days for processing by the Financial Aid Office.

Financial Aid for any new student will be considered only after he/she has been accepted for admissions by the Admissions and Recruitment Office, and paid the $35.00 Acceptance Fee to the Cashier's Office.

To be considered for financial aid, every student must satisfy the following requirements:

1. Must apply for a Pell grant by completing a Free Application for Federal Student Aid (FAFSA) form and mailing it to the address shown on the form. A Pell Grant either eligible or ineligible must be on file to receive aid.
2. Must make Satisfactory Academic Progress.

SOURCES OF FINANCIAL AID

Loans

Perkins Loan (Formerly NDSL) A program of borrowing for needy students who are accepted for enrollment or enrolled at least half-time based upon the availability of funds. An undergraduate student may borrow up to $4,500 each academic year. The repayment period and interest do not begin until nine months after the student ends his studies. The loan bears interest at the rate of 5 percent per year and repayment of principal may extend over a 10-year period, except that the institution may require payment of at least $40 per month.

Stafford Loan (formerly GSL) Freshmen may borrow up to $2,625 per academic year and sophomores may borrow up to $3,500 per academic year. Juniors and Seniors may borrow up to $5,500 per academic year and graduate students may borrow up to $8,500 per academic year.

Repayment begins six months after the student leaves college and is made in monthly installments.

EMPLOYMENT

University Student Employment Program **The University Student Employment Program provides for part-time work, which may cover a substantial part of the cost of college education for young people who need financial aid to attend college based upon the availability of funds.**

Federal College Work-Study Program To be eligible for work study, the following guidelines are applicable to all students: they must be enrolled at South Carolina State University; they must be citizens or permanent residents of the United States; they must be in need of a job in order to go to school and they must be capable of doing acceptable work. Full-time students may work up to twenty hours per week. In addition, this program offers students who do not have classes the opportunity to work forty hours per week during the summer or other vacation periods. They are permitted to work for the University or for an approved off-campus agency.

GRANTS

Pell Grant Any undergraduate student may be eligible for this grant from the U.S. Department of Education. An application form may be obtained from any high school, college financial aid office, or online at www.fafsa.ed.gov.

Notice: The Free Application for Federal Student Aid (FAFSA) will serve as the data form for the Pell Grant as well as for college-based aid.

Supplemental Educational Opportunity Grant (SEOG) The Supplemental Educational Opportunity Grant is awarded to undergraduates who evidence exceptional financial need. It must be noted, however; that Pell Grant recipients are given priority in the awarding of this grant. Students do not have to repay the grant. To be eligible for SEOG, an applicant must be enrolled or accepted for enrollment at the University. Eligible students may renew the grant for the duration of their undergraduate studies based upon the availability of funds.

Students who have already earned a Bachelor's Degree or Graduate students are not eligible for a Pell or SEOG grant.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require that all student financial aid recipients make satisfactory academic progress toward achieving a degree. Progress is measured by the student's cumulative grade point average (GPA) and credits earned in relation to those attempted and the length of the academic program. In order to assure that students make progress toward their degree program, both in terms of the number of hours completed and cumulative GPA, South Carolina State will utilize the following satisfactory academic progress policy.

A. Progress Standards

Academic standards of progress are reviewed at the conclusion of the spring semester each year by the Office of Financial Aid and are based on the following criteria:

Cumulative Quality Probation GPA	Hours Minimum GPA	Minimum Without Probation
3-39	1.40	1.59
40-59	1.60	1.89
60-99	1.90	1.99
100 and above	2.00	2.00

Grade-point calculations shall include only work pursued at South Carolina State University. A student must have a grade point average of not less than 2.00 in order to be listed as a candidate for graduation. Satisfactory grades are A, B, C, D, or S. Unsatisfactory grades are W, I, AU, WP, WF, UF, or F. Students must complete at least 50% of credits attempted within each academic year. A program completion review will be performed at the end of the spring semester. For students enrolled in summer school, a second program completion review will be performed at the conclusion of summer school.

B. Maximum Hours

Students who have completed the requirements for their degree or reached 150% of attempted hours toward their degree will become ineligible for financial aid.

NOTE: **Students will not be considered to have reached the 150% hour maximum until after the semester in which they reach or exceed the attempted hours allowed.**

TRANSFER STUDENTS: **Only officially accepted transfer credit hours and transfer credit hours specifically applied toward a student's degree program will be counted in the maximum number or allowable credit hours for financial aid eligibility. Transfer credit hours** plus **quality hours are used to determine academic status for transfer students.**

C. Financial Aid Probation

Students who fail to meet the academic standards of progress but meet the GPA probation requirements of the university will be placed on probation for one subsequent semester. During the probationary period, students must complete 100% of attempted hours and meet the academic criteria as outlined in "A" above. Students (including transfer students) placed on academic probation are automatically placed on financial aid probation.

D. Financial Aid Suspension

Students who fail to make satisfactory progress during the Probation status or students not meeting the probation GPA requirements will be suspended from the financial aid program. Once a student has met the academic standards, the student must contact the Financial Aid Office (FAO) for a Satisfactory Academic Progress Review. It will be the student's responsibility to contact FAO, so that if eligible, their financial aid may be reinstated.

Students who receive all F's, W's, UF's or fail to complete at least 3 credit hours in courses attempted in any semester will be removed from financial aid without a probation period. In evaluating satisfactory progress for financial aid an "I" will be considered an "F". A student's aid will be withheld pending the submission of a grade change for any course, an "I" grade is received. Students must notify the Office of Financial Aid of grade changes so that a program review can be performed and eligibility determined.

E. Academic Performance

Students whose academic performances are unsatisfactory and who are dismissed from the University are ineligible for financial aid. When students are allowed to return to the institution by the Academic Review Board, they must meet the academic criteria as outlined in "A" above. After they meet the criteria, only then will they be eligible for financial aid, unless they have reached 150% of the attempted credit hours toward their degree program, which will make the student ineligible for financial aid.

F. Appeals

Students who have extenuating circumstances that contributed to their failure to meet satisfactory academic progress will be given an opportunity to appeal for reinstatement of financial aid. A typed written request and justification for an appeal should be addressed to the Director of Financial Aid. Reasons that may be acceptable for an appeal are: (1) serious illness or accident involving the student; (2) death, accident or serious illness in the immediate family; (3) additional hours accumulated as a result of transferring from another institution; (4) other extenuating circumstances may be acceptable and will be considered. The Financial Aid Appeal Committee will review the request and if necessary schedule a hearing. If the Appeal Committee has justifiable evidence of extenuating circumstances (as indicated by the Academic Review Board), the student may be considered for financial aid for one additional semester. The student will be notified in writing within 10 business days of the Financial Aid Appeal Committee's decision.

The decision of the Financial Aid Appeal Committee is final and cannot be appealed.

SCHOLARSHIPS

The A.I. Mose Scholarship is $500 awarded each fall to a continuing student who is majoring in Elementary Education. The selection is based on a 2.80 cumulative GPA, active membership in the

Arnett Club, demonstration of intellectual curiosity in the classroom, and faculty vote.

Army ROTC Scholarships

1. *Four-year Awards.* These merit-based scholarships are available to incoming freshman. It is a full scholarship designed to cover tuition, fees and a book allowance. The scholarship includes a tax-free monthly stipend for up to 10 months of each year that the scholarship is in effect.
2. *Three-year Awards.* These scholarships are available to sophomores who have completed at least 27 semester hours at the university. The scholarship covers tuition, fees and a book allowance. The scholarship includes a tax-free monthly stipend for up to 10 months of each year the scholarship is in effect.
3. *Two-year Awards.* These scholarships are available to juniors who have completed at least 54 semester hours at the university. The scholarship covers tuition, fees and a book allowance. The scholarship includes a tax-free monthly stipend for up to 10 months of each year the scholarship is in effect.

   The two- and three-year awards are available to students not enrolled in ROTC as well as those enrolled; non-enrolled applicants must enroll in ROTC if selected for one of these awards. To be considered for any of these scholarships the students must:
   - be a US citizen;
   - achieve at least 920 on the SAT I test or 20 on the ACT test (Two- and Three-year scholarships only);
   - meet physical and medical standards;
   - possess leadership potential and good moral character;
   - agree to accept a commission as either Regular Army, Army National Guard or US Army Reserve Officer; and
   - apply by November 15 (Four-year only).

The Amelia S. Roberts Scholarship. Five hundred dollars is awarded during the spring semester to a freshman student who made significant academic achievements during his/her initial semester at South Carolina State University. Selection is based on a 2.80 cumulative GPA, active membership in the Arnett Club, demonstration of intellectual curiosity in and outside the classroom, demonstration of a college reading level, and faculty vote.

Atlanta, Ga. Alumni Chapter Scholarship **is $500 to each person according to guidelines by the Chapter.**

Beaufort Alumni Chapter Scholarship is $500 to the sophomore with the highest academic average from Beaufort County.

The Burrell E. Workman, Jr., Memorial Scholarship of $500 is awarded to senior pre-medical students matriculating at South Carolina State University. This scholarship was established in August 1973 by Mrs. George R. Barnes of Orangeburg, South Carolina, as a memorial to her father, Burrell E. Workman, Jr., of Chattanooga. Tennessee. The scholarship is awarded on the basis of character, academic, and financial need.

Central Florida Alumni Chapter Scholarship is $500 administered by the Chapter according to guidelines of the Chapter.

The Class of 1953 Scholarships. One or two scholarships given annually to full-time freshman, sophomore or junior students, valued at $300-$500. Recipients must exhibit academic ability and demonstrate a high standard of self-discipline, initiative and stability. Students must also possess outstanding leadership qualities, good moral character, enthusiasm and intellectual curiosity.

Dick Horne Foundation Scholarships are $1,000. Recipients must be in upper two-thirds of class scholastically; must have demonstrated outstanding leadership qualities; require financial assistance towards achieving an education; and parents or guardians must reside in Orangeburg County.

Dwight David Eisenhower Transportation Fellowships (for eligible seniors at SCSU). Each Fellowship is valued at up to $8,500 for one year. The applicant must be a citizen of the United States or well into the process of becoming a U.S. citizen; be a full-time undergraduate student enrolled at South Carolina State University majoring in a designated transportation-related discipline, be within the final 40 credit hours of the bachelor's degree at the time the fellowship becomes effective; have an earned cumulative grade-point average of 3.00 or higher; have plans for a career in a transportation-related profession.

Eliza T. Hampton Scholarship. The Eliza T. Hampton Scholarship, sponsored by Xi Eta Chapter of Chi Eta Phi Nursing Sorority, is awarded to an upper class student who demonstrates leadership and genuine commitment to the nursing profession. This scholarship award of $500 is given annually.

Florida Gulf Coast Alumni Chapter Scholarship is $500 administered by the Chapter according to guidelines of the Chapter.

General University Scholarship. This is a full or partial scholarships designed to cover tuition and fees, room and board. To be considered for a Full General scholarship the students must:
- graduate high school with at least a 3.0 GPA on a 4.0 scale; and
- achieve at least 1100 on the SAT I test or 24 on the ACT test.

South Carolina residents who achieve at least 1100 on the SAT I test or 24 on the ACT test will be awarded a book allowance as well.

This scholarship is awarded to incoming freshman for two semesters and is renewable for 6 semesters if the student:
- maintains full-time student status;
- achieve a 3.0 cumulative GPA at South Carolina State University;
- is in good standing with their major department; and
- does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

For an application, contact the Office of Admissions & Recruitment (Freshman Academic Scholarships), South Carolina State University.

The Gilbert Spears Scholarship**. Five hundred dollars is awarded to the agribusiness major beyond the freshman year who best demonstrates academic excellence and outstanding character and leadership ability.**

Greenville Alumni Chapter Scholarship is $500 administered by the Chapter according to guidelines of the Chapter.

Greenwood Alumni Chapter Scholarship is $500 administered by the Chapter according to guidelines of the Chapter.

The Helen T. Bankhead Memorial Scholarship. Five hundred dollars is donated by Porter L. Bankhead for a student of high academic standing who has demonstrated outstanding qualities of leadership.

The Helen Wilkinson Sheffield Memorial Scholarship is $600 to a sophomore young lady who has earned at least forty-five hours with grade point average of 3.00 or better. She should be industrious, a good citizen of character exemplifying finer womanhood. The award will be paid in two installments of $300 at the beginning of the fall and spring semesters.

The Henderson-Davis Players' Performance Scholarship is a $500 scholarship donated by Mrs. Algernon S. Belcher. It is presented to a sophomore or junior dramatic art major at South Carolina State University who has demonstrated a serious intent to pursue a degree in either educational or professional theater. The student must have at least a 2.50 cumulative average and a 3.00 average in his or her major field. In addition, the student must also demonstrate an interest in the total theater program at South Carolina State University and openly support its functions and projects through active involvement.

Other Scholarships and financial assistance may be awarded as available through Theatre Patrons and Supporters. Contact the Director of Theatre for information.

The James R. Washington and Family Scholarships**. $500 each given equally to male and female majors in education with priority given to Health and/or Physical Education majors entering their professional clinical experiences, and providing evidence of financial need.**

Leroy Davis Scholarship. This is a non-renewable partial scholarship and is valued in the amount of $1,500. This scholarship is awarded to entering freshmen over two years ($1,000 freshman year and $500 sophomore year). To be considered for this scholarship the student must:

- graduate high school with at least a 2.5 GPA on a 4.0 scale;
- achieve at least 1000 on the SAT I test or 22 on the ACT test;
- rank in the top forty percent of the graduating class;
- submit two letters of recommendations. One letter must be from a high school teacher or the senior guidance counselor;
- pay the University acceptance fee; and
- be a citizen of the United States.

M. Maceo Nance, Jr., School of Nursing Scholarship. The Maceo Nance, Jr., Nursing Scholarship(s) are given annually to qualified students currently enrolled in the nursing program at South Carolina State University. The scholarships are awarded annually in the spring with the money available for the fall semester. The number and amount of the scholarships are determined within the Department of Nursing. Both RN and generic students are eligible for the awards. Students must meet specific criteria and submit an application to the Department of Nursing annually for consideration of the award.

Minority Undergraduate Incentive Scholars Program. In 1984, SCSU implemented the "Other Race" grants program to attract and retain quality minority (white) students at the Institution. At the time the grant was for the amount of $1,000 per academic year, with that amount having been set by the Commission on Higher Education. The "Other Race" Grant paid tuition and fees in 1984; however, the amount has not increased since the inception of the grant and is currently at $1,000 per academic year. The "Other Race" grant is not being administered by any other public college or university in South Carolina due to the restrictive guidelines.

In the summer of 2000, a proposal was submitted to President Davis requesting the discontinuation of the "Other Race" grant in favor of a less restrictive University administered grant titled "The Minority Undergraduate Incentive Scholars Program." Using funds from CHE as well as University matching dollars, the MUIS Program would allow the University more flexibility in administering funds to minority students in an effort to recruit, retain, and graduate these students.

Criteria — The MUIS Program would provide grant dollars to three groups of minority students at South Carolina State University – First-time entering Freshmen, first-time entering Transfer, and continuing students. The MUIS Program is not an academic scholarship; instead it is an incentive grant for the recruitment and retention of minority students.

First-time Entering Freshmen – For the First-time entering freshmen to be considered for the MUIS Program, he/she would be required to meet all admissions requirements to the University. Awards would be made to the highest ranking minority freshmen based on SAT, rank-in-class, and GPA. The award would be for a maximum of eight semesters, provided the student earns a minimum of 24 semester hours per academic year and maintains a 2.5 GPA.

Transfer Students - For transfer students to be considered a minimum cumulative GPA of 2.5 would be required. As with the freshmen students, awards would be made to the highest ranking transfer students based on GPA. The award would be for a maximum of four semesters, provided the student earns a minimum of 24 semester hours per academic year.

Continuing Students – Currently enrolled minority students would be considered for the MUIS Program provided the student is enrolled full-time with a minimum GPA of 2.5. Awards would be considered for those students with the highest GPA. The award would be for a maximum of four semesters, provided the student earns a minimum of 24 semester hours per academic year and maintains a 2.5 GPA.

Funding – Funding for the MUIS Program will come from the Access and Equity Program and from matching University funds. Each grant will be in the amount of $2,000.00 per academic year, payable as $1,000.00 per academic semester. There will be 25 grants available for the 2003-2004 academic year. Funds will be made available to the highest ranking students in each category – 10 grants for first-time entering transfer student, 10 grants for continuing students, and five grants for first-time entering freshmen. Should all of the grants in

one category not be awarded, the funds will be distributed to those students in the other categories who are next in ranking.

Mobil Oil Foundation Scholarships. $3,000. School of Business and the Career Planning and Placement Center.

Orangeburg Alumni Chapter Scholarship is $500 administered by the Chapter according to guidelines of the Chapter.

The National Alumni Association Scholarship Award. This is a partial scholarship valued at $1,000 per year ($500 per semester) awarded by the National Alumni Association of South Carolina State University. To be considered for this scholarship the students must:

- demonstrate leadership qualities;
- achieve at least 830 on the SAT I test or 17 on the ACT test;
- have clearly defined educational goals;
- rank in the top ten percent of their senior class; and
- apply in writing by March 15 to: SCSU/NAA Scholarship Committee, Larry D. Watson, Chairperson, 305 Massingale Road, Columbia SC 29210

This scholarship is awarded to incoming freshman for two semesters and is renewable for 6 semesters if the student:

- maintains full-time student status;
- makes acceptable progress (as defined by the National Alumni Association; and
- is in good standing with their major department; and not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

New York Alumni Chapter Scholarship is $500 administered by the Chapter according to guidelines of the Chapter.

NFL/NFL Players Association Scholarship. Each NFL/NFLPA Fellow receives a scholarship in an amount up to $5,000. Students are selected in the spring semester of the sophomore year for junior year scholarships. Recipients must have a minimum grade point average of 3.00 and an unmet financial need. Award recipients are selected by a committee consisting of NFL Players and League representatives.

Oliver C. Dawson Scholarship. The $1,000 award is presented to a full-time student at South Carolina State University in the junior class with a 3.00 GPA. The student must exhibit serious mindedness toward the discipline of physical education and must possess the qualities of maturity, initiative, stability, enthusiasm, and high morals.

Parler-Belcher-Sharpe Scholarship Award. The Parler-Belcher-Sharpe Scholarship Award has been established by the Department of English and Modern Languages to honor excellence in writing by junior and first semes-ter senior English majors enrolled full time at South Carolina State University. A $1,000 scholarship will be awarded each spring to the recipient who has a 3.0 or above cumulative average and who writes the best original essay.

President's Leadership Scholarship. This is a partial scholarship valued up to $5,000. This scholarship is awarded to an entering freshman who has exhibited outstanding leadership qualities through participation in extracurricular activities in high school, extra-mural activities in the community, workplace and church for example. To be considered for this scholarship the student must:

- graduate high school with at least a 2.75 GPA on a 4.0 scale;
- achieve at least 920 on the SAT I test or 20 on the ACT test;
- submit three letters of recommendation;
- submit a biographical profile that includes memberships and offices held in school, community and church organizations, as well as volunteer service; work experiences; recognitions and awards for outstanding achievements;
- submit a five-hundred word essay on the subject: *"The Importance of Leadership in Today's Society";* and
- successfully complete interviews as requested.

Presidential Scholarships. This scholarship was instituted by Dr. M. M. Nance, Jr. during the 1978-79 academic year. The Presidential Scholars are students at the University, who by virtue of meeting prescribed criteria are the recipients of a full scholarship during eight semesters. These scholarships represent the concern of the President, (1) to identify students who demonstrate academic excellence, (2) to articulate a concern for a methodology to encourage those who demonstrate excellence, (3) to provide symbolic recognition via academic scholarships to recipients and (4) to establish a technique whereby the University may identify a cadre of intellectual scholars.

To be considered for this scholarship the student must:

- graduate high school with at least a 3.0 GPA on a 4.0 scale; and
- achieve at least 1200 on the SAT I test or 27 on the ACT test. This scholarship is awarded to incoming freshmen for two semesters and is renewable for 6 semesters if the student:
- maintains full-time student status;
- achieves a 3.0 cumulative GPA at South Carolina State University;
- is in good standing with their major department; and
- does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

For an application, contact the Office of Admissions & Recruitment (Freshman Academic Scholarships), South Carolina State University.

Robert Shaw Evans Scholarship. This non-renewable scholarship is valued in the amount of $700 per year ($350 per semester). To be considered for this scholarship the student must:

- graduate from high school with at least a 3.0 GPA on a 4.0 scale;
- apply by June 15; and
- contact in writing: The Chairperson, Robert Shaw Evans Endowment Scholarship, PO Box 7034, South Carolina State University, 300 College Street, NE Orangeburg SC 29117

Santee Cooper Fellow Scholarship Program. The Santee Cooper Corporation of South Carolina funds this scholarship. It is a full scholarship designed to cover tuition and fees, room and board and a book allowance. This scholarship is competitive. To be considered for this scholarship the student must:

- graduate high school with at least a 3.0 GPA on a 4.0 scale;
- achieve at least 1200 on the SAT I test or 27 on the ACT test;
- rank in the top ten percent of the graduating class;

- major in one of the following areas: Business, Mathematics, Computer Science, Biology, Chemistry, Physics, Nuclear Engineering or Engineering Technology;
- successfully complete interviews as requested;
- submit a five-hundred word essay on *"How a Santee Cooper Scholarship can help me attain my Educational Goals"*;
- be a resident of South Carolina; and
- apply by May 1.

This scholarship is awarded to incoming freshman for two semesters and is renewable for 6 semesters if the student:

- maintains full-time student status;
- achieve a 3.0 cumulative GPA at South Carolina State University;
- is in good standing with their major department; and
- does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

For an application, contact the Office of Admissions & Recruitment (Freshman Academic Scholarships), South Carolina State University.

SCANA Scholarship. Three scholarships are awarded each year. The SCANA Corporation of South Carolina funds these scholarships. These are full scholarships designed to cover tuition and fees, room and board, a book allowance and three summers of paid internships with the SCANA Corporation. These scholarships are competitive. To be considered for these scholarships the student must:

- GRADUATE HIGH SCHOOL WITH AT LEAST A 3.0 GPA ON A 4.0 SCALE;
- achieve at least 1100 on the SAT I test or 24 on the ACT test;
- rank in the top ten percent of the graduating class;
- major in one of the following areas: Business, Mathematics, Computer Science, Biology, Chemistry, Physics, Nuclear Engineering or Engineering Technology;
- successfully complete interviews as requested;
- be a resident of South Carolina; and
- apply by May 1.

These scholarships are awarded to incoming freshmen for two semesters and are renewable for 6 semesters if the students:

- maintain full-time student status;
- achieve a 3.0 cumulative GPA at South Carolina State University;
- are in good standing with their major department; and
- do not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

For an application, contact the Office of Admissions & Recruitment (Freshman Academic Scholarships), South Carolina State University.

Business. These scholarships are restricted to students majoring in degrees offered by the programs in Business.

1. *Business Programs*. This is a partial scholarship, up to $6,000 and includes books. To be considered for this scholarship the students must:
   - Graduate high school with at least a 3.0 GPA on a 4.0 scale;
   - achieve at least 1100 on the SAT I test or 24 on the ACT test;
   - submit two letters of recommendations; and
   - rank in the top twenty percent of their senior class;

   This scholarship is awarded to incoming freshmen for two semesters and is renewable for 6 semesters if the student:
   - maintains full-time student status;
   - achieve a 3.0 cumulative GPA at South Carolina State University;
   - is in good standing with their major department; and
   - does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.
2. *Miscellaneous Scholarship*. These scholarships vary from year to year and are typically sponsored by Business alumni, Corporate Donors and other friends. To get more information about, and be considered for, this scholarship the students must:
   - achieve at least 900 on the SAT I test or 19 on the ACT test; and
   - apply in writing to: Business Programs – Office of Student Services, South Carolina State University, 300 College Street, NE, Orangeburg, SC 29117.

Engineering Technology and Sciences. These scholarships are restricted to students majoring in degrees offered by Engineering Technology and Sciences.

1. *South Carolina Alliance for Minority Participant* (*SCAMP) Scholarship Program.* These are partial scholarships, up to $6,000 per year ($2,500 per year). Several scholarships are available. To be considered for this scholarship the student must:
   - graduate high school with at least a 3.0 GPA on a 4.0 scale;
   - achieve at least 1100 on the SAT I test or 24 on the ACT test;
   - rank in the top twenty percent of their senior class; and
   - participate in the Summer Bridge Program.

   This scholarship is awarded to incoming freshmen for two semesters and is renewable for 6 semesters if the student:
   - maintains full-time student status;
   - achieves a 3.0 cumulative GPA at South Carolina State University;
   - is in good standing with their major department; and
   - does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

2. *Nuclear Engineering Scholarship Program.* Engineering Technology & Sciences offers scholarships for nuclear energy and technology related careers. The maximum scholarship can cover tuition and fees, room and board, a book allowance, and a monthly stipend. To be considered for this scholarship the student must:
   - graduate high school with at least a 3.0 GPA on a 4.0 scale;
   - achieve at least 1000 on the SAT I test or 24 on the ACT test; and
   - have successfully completed higher-level math and science courses in high school as determined by the Nuclear Engineering Scholarship Committee.

   This scholarship is awarded to incoming freshman for two semesters and is renewable for 6 semesters if the student:

- maintains full-time student status;
- achieve a 3.0 cumulative GPA at South Carolina State University;
- is in good standing with their major department; and
- does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

The Smith-Hammond-Middleton Memorial Scholarship is $635. This award is donated by the Student Government Association for a student of outstanding academic attainment. The student must demonstrate exceptional promise and leadership potential. The recipient must be a resident of South Carolina.

South Carolina State Alumni Scholarship Fund (Nursing Students Only). The South Carolina State Alumni Scholarship Fund was created from South Carolina Alumni donations earmarked for nursing students only. It is used as a Nursing Student Emergency Fund. Priority consideration is give to nursing students enrolled in clinical nursing courses or accepted for progression into the upper division of the curriculum. The amount awarded is dependent upon the availability of funds. Students must complete an application and submit it to the Department of Nursing.

South Carolina Teaching Fellows Program. In 1999, the SC General Assembly, recognizing the shortage of teachers in our state, funded the Teaching Fellows Program for South Carolina. The mission of the South Carolina Teaching Fellows Program is to recruit alented high school seniors into the teaching profession and help them develop leadership qualities. Each year, the program provides Fellowships to 200 high school seniors who have exhibited high academic achievement, a history of service to the school and community, and a desire to teach South Carolina's children.

Teaching Fellows receive advanced enrichment programs in Teaching Fellows Institutions, professional development opportunities during summer months, involvement with communities and businesses throughout the state and $6,000 yearly scholarships for four years while they complete a degree leading to teacher certification. The scholarship provides $5,700 for tuition and board and $300 for summer enrichment programs administered by South Carolina Center for Teacher Recruitment (SCCTR). A Fellow agrees to teach in South Carolina one year for every year he/she received the Fellowship.
To be considered for a Fellowship a high school senior must:

- be a legal resident of South Carolina;
- be enrolled in any South Carolina public, private or home school at the time of the application;
- have a class rank in the top 25% of their high school class; and
- have a minimum SAT I of 954 (or the ACT equivalent).

A Fellowship begins the fall term immediately following high school graduation.
The selection process is multi-phased. The first phase includes:

- documentation of academic achievement as well as school activities;
- a separate indicator for Teacher Cadet and ProTeam participation; and
- three references and a short narrative.

Students with outstanding application are invited to continue to the second phase of the process, the Regional Interview. A candidate will be assigned a date and time for the interview based on his/her region of the state. The Regional Interview consists of two parts:

- Part I: Written. A Teaching Fellows candidate is given 30 minutes for write a response be for the interview session; and
- Part II: Oral. The candidate is asked a series of questions and is rated based on his/her responses.The Regional Committee forwards their recommendations for Fellowships to the SCCTR. These recommendations are presented to the Center's Policy Board for final approval. In addition, a list of alternatives are selected and notified. In the event that a new Teaching Fellow declines or no longer meets the requirements of the Fellowship, the alternate with the highest rating will be selected. Fellows may be selected from a pool of alternates until the end of the first fall term following high school graduation. For more information and an application please contact: Teacher Fellows Program South Carolina State University, P.O. Box 7488, 300 College Street, NE Orangeburg SC 29117, Telephone: (803) 536-7177 Email: akashuler@netscape.net Fax: (803) 516-4605 http://www.scctr.org/fellows.htm *Source: www.scctr.org*

Spartanburg Alumni Chapter Scholarship is $500 administered by the Chapter according to guidelines of the Chapter.

USDA Capacity Building Grant Program Scholarship (Department of Family and Consumer Sciences). There are eight recruitment scholarships valued at $1,000 each and four retention scholarships valued at $500.00 each for students majoring in Family and Consumer Sciences education. Applicants must have a SAT score of 900 or above; be in the top 25% of high school class; and present letters of recommendation from high school teacher, a counselor and a principal.

USDA/1890 National Scholars Program. The USDA/1890 National Scholars Program will provide full tuition, employment, employee benefits, fees, books, personal computer and software and room board. To be considered for this scholarship the student must:

- graduate high school with at least a 3.0 GPA on a 4.0 scale;
- achieve at least 1000 on the SAT I test or 21 on the ACT test;
- pursue a Bachelors degree in any field of study in agriculture, food or natural resources science; and
- be a US citizen.

This scholarship is awarded to incoming freshman for two semesters and is renewable for 6 semesters if the student:

- maintains full-time student status;
- achieve a 3.0 cumulative GPA at South Carolina State
- University;
- is in good standing with their major department; and
- does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

USDA Strengthening Grant Stipend Scholarships (Business Programs). There are five scholarships of varying amounts available usually covering the cost of tuition. Applicants must have a SAT score of 1,000 or above and letters of recommendation from high school personnel.

Valedictorian Scholarship. This is a renewable award of $2,000. It is awarded to each high school valedictorian admitted to the freshman class. To be considered for this scholarship the student must:

- MET ALL REQUIREMENTS FOR REGULAR ADMISSION TO THE UNIVERSITY; AND
- HAVE SENIOR COUNSELOR OR PRINCIPAL CONFIRM VALEDICTORY STATUS. THIS SCHOLARSHIP IS AWARDED TO INCOMING FRESHMAN FOR TWO

semesters and is renewable for 6 semesters if the student:

- maintains full-time student status;
- achieve a 3.0 cumulative GPA at South Carolina State University;
- is in good standing with their major department; and
- does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

For an application, contact the Office of Admissions & Recruitment (Freshman Academic Scholarships), South Carolina State University.

Wal-Mart Competitive Edge Scholarship. The Wal-Mart Corporation funds this scholarship. It is a partial scholarship, up to $5,000. This scholarship is competitive. To be considered for this scholarship the student must:

- graduate high school with at least a 3.5 GPA on a 4.0 scale;
- achieve at least 1100 on the SAT I test or 24 on the ACT test;
- rank in the top ten percent of the graduating class;
- major in one of the following areas: Mathematics, Computer Science, Biology, Chemistry, Physics, Nuclear Engineering or Engineering Technology;
- demonstrate community service and leadership; and
- be a citizen of the United States.

This scholarship is awarded to incoming freshman for two semesters and is renewable for 6 semesters if the student:

- maintains full-time student status;
- achieve a 3.0 cumulative GPA at South Carolina State University;
- is in good standing with their major department; and
- does not violate any of the standing rules and/or regulations of the University. Violation will automatically disqualify the recipient from further support through the scholarship program.

For an application, contact the Office of Admissions & Recruitment (Freshman Academic Scholarships), South Carolina State University.

The Washington, D.C., Alumni Chapter Memorial Scholarship. Five hundred dollars is awarded annually over a four-year period to a student who maintains high academic standing and continues to demonstrate outstanding potential.

The Wilhelmina Funchess Scholarship Award. A $500 scholarship award to financially assist a junior majoring in Food and Nutrition. The student must have a minimum grade point average of 2.8 and be in good standing at the University. The recipient is selected by the University Fellowship and Scholarship Committee.

SPECIAL NOTIFICATION

Palmetto Fellows Scholarship. SCSU is a full participant in the Palmetto Fellows Scholarship Program.

Other scholarships in varying amounts are available to deserving students through the generosity of alumni and friends of South Carolina State University. For more information, contact the Director of Financial Aid or the Director of the Honors Program. A list of these scholarships follows:

— Benjamin F. Bailey Americanism Scholarship
— The School of Home Economics Scholarship
— Ira B. Davis Scholarship
— The J. Leonard Gattison Scholarship
— Greater Columbia Alumni Chapter Scholarship
— The Sara A. Waymer Scholarship
— The Cecelia McIver Scholarship
— Epsilon Omega Chapter of Omega Psi Phi Fraternity Inc.
— The Orangeburg Alumnae Chapter of Delta Sigma Theta, Incorporated
— STUDENT LIFE

HONORS AND AWARD

Presidential Scholars Awards. Instituted by President M. Maceo Nance, Jr., during the academic year 1976-1977. The awards represent the concern of the President (1) to recognize students who have demonstrated academic excellence, (2) to articulate a concern for a methodology to encourage those who have demonstrated academic excellence to maintain or to achieve higher level of academic excellence, (3) to provide a symbolic recognition via the Presidential Medallions which would be significant to those who earned the awards and to those who may view the same and (4) to establish a technique whereby the President may provide an incentive to all students to achieve academic excellence.

To qualify for the Presidential Medallion, the student must be enrolled full-time. Freshman and transfer students must not be taking any courses that are prerequisites to the Freshman Studies Program.

Scholarly excellence is always a major consideration and the most important criterion for these awards. Specifically, the criteria are as follows: cumulative average (3.00-3.49) Bronze Medallion; cumulative average (3.50-3.74) Silver Medallion; cumulative average (3.75-4.00) Gold Medallion. A freshman must have a 3.96-4.00 for the Gold Medallion. The final date for determining the cumulative average will be determined and announced at the beginning of each academic year by the Director of Enrollment Management per approval of the President.

There are numerous prizes and awards available to those students demonstrating academic excellence. Some of the prizes and awards are:

— Accounting Award
— Agribusiness Award
— The Algernon S. Belcher Award
— The American Legion Department of South Carolina
— Business Award
— Communicative Disorders Awards
— Computer Science Award
— The Criminal Justice Academic Achievement
— Award - The Criminal Justice Achievement Award
— The Daniel L. Black "Accounting" Award –
— David Black Scholar Award
— The Engineering Technology Award
— General Business Award
— The George C. Marshall Award
— Harold W. Crawford Scholarship Award
— Lil's Floral Boutique Award
— Marketing Award
— Mathematics Education Award
— The Mitchell's Photography Award
— Most Dependable Award (H-D Players)
— National Business Education Award
— The Outstanding Senior in Political Science Award
— The Outstanding Student in History Award
— The Physical Education Club Oliver C. Dawson
— Mamie E. Thompson Award
— Sharon D. Rickenbacker Award
— The Shirley P. Houzer Award
— Special Education Award
— Student Publications Alumni Award
— Thomas E. Poag Award
— The Victor E. Kerr. Jr. Award

Interested persons should contact the Financial Aid Office or the Director of the Honors Program.

STUDENT AFFAIRS

The Vice President for Student Affairs is responsible for the overall operation of the Division of Student Affairs. Other than the Office of the Vice President, the Division consists of the offices and functions of the Assistant Vice President for Student Affairs, Admissions and Recruitment and Scholarships, Financial Aid, Student Life and Leadership Programs, Residential Life and Housing, Counseling, Health and Psychometrics and Disabled Students, Brooks Health Center, Multicultural Affairs, Intramural Sports, Career Center, Campus Police and Judicial Affairs.

STUDENT LIFE AND LEADERSHIP

The Office of Student Life and Leadership Programs seeks to complement the academic program of studies, promote a sense of community and enhance the collegiate experience of students through the coordination of social, cultural, intellectual, recreational, spiritual and governance programs. The Office oversees such program areas as Leadership Training, Student Organizations, Student Government Association, Student Union Board, Student Publications, Greek Affairs, Religious Life, and the K. W. Green Student Center. The area also serves as a clearinghouse for on campus use of facilities.

LEADERSHIP TRAINING

The Student Leadership Training Program is designed to help students develop and enhance lifelong leadership skills. During the year, the Leadership Training Program offers retreats, conferences, seminars, workshops and other leadership development experiences. Elected and appointed student leaders, officers of student organizations and students who wish to seek leadership positions are encouraged to become involved in the Leadership Training Program.

KIRKLAND W. GREEN STUDENT CENTER

Located in the center of the campus, Kirkland W. Green Student Center is the "hub" of campus life. The facilities, programs and services of the Student Center are designed to foster a sense of community among all members of the university family-students, faculty, staff, alumni and guests.

The Student Center houses the Vice President of Student Affairs Office, Student Life and Leadership Programs, the Student Government Association, the Student Union Board, the Collegian Newspaper and a Barber Shop.

For recreational and leisure activities, the Student Center features a game room with provisions for table tennis, billiards, video games and board games. A six lane bowling center is located in the Student Center for recreational and educational use. The television lounge includes a large screen television and an information/ service desk.

There are accommodations for banquets, luncheons, meetings and other activities in the spacious Bulldog Lounge, the Garnet and Blue Rooms and two small conference rooms.

The university operated fast food restaurant, The Pitt," features a variety of delicious foods in a popular meeting place for students, faculty and staff.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association includes all enrolled undergraduate students at South Carolina State University. These students elect officers from among their peers to represent them in the conduct of student governance.

The Executive Branch of the Student Government Association consists of the President of the Student Body, the other elected officers and the class presidents.

The Legislative Branch of the Student Government is the Student Senate. The membership of the Senate includes 27 voting representatives: five student senators elected from each of the four classes; one voting representative selected at large; two voting representatives elected by the Presidents Council, two off campus voting representatives and two voting representatives elected by the International Students Association. The Vice President of the Student Government Association serves as President pro tempore of the Student Senate.

The Judicial Branch of the Student Government Association has the authority to hear cases involving alleged violations of university rules and regulations by students. Cases are referred to the Student Government Judicial Board by the Vice President for Student Affairs.

All students are encouraged to become involved in their Student Government Association.

STUDENT UNION BOARD

As the student programming board of the university, the Student Union Board plans and sponsors co-curricular events, programs and activities to address the cultural, social recreational and intellectual needs of the students of South Carolina State University. The Student Union Board sponsors such activities as Friday Afternoon Meltdowns in the Plaza, the Awakening Lecture Series, the Hawaiian Luau, the Halloween Haunted House, SUB Cinema, Coffeehouse activities, various recreational games and tournaments. The committees of the Student Union Board provide students with the opportunity to gain experience and training in management. Any currently enrolled full-time student is eligible and encouraged to participate on a committee of the Student Union Board.

GREEK LIFE

Four sororities and four fraternities associated with the National Pan Hellenic Council are chartered to operate on the campus of South Carolina State University. These are Alpha Kappa Alpha, Alpha Phi Alpha, Delta Sigma Theta, Kappa Alpha Psi, Omega Psi Phi, Phi Beta Sigma, Sigma Gamma Rho, and Zeta Phi Beta. A chapter of the National Pan Hellenic Council with representatives of each of the affiliate groups is also chartered on the campus. All of these organizations operate with a mission for the promotion of academic excellence and public service.

RELIGIOUS LIFE

Although South Carolina State University is non-sectarian, it emphasizes and encourages religious activities.

Recognized religious workers assigned by their respective denominations serve the University and administer to the spiritual and religious needs of the students.

The Religious Life Council includes both the religious workers and representatives of registered religious student organizations. This group plans and implements religious programs and activities at the University.

STUDENT HOUSING

The University has eight residence halls for women and four for men. Approximately 60 percent of the undergraduate students enrolled at the University live in the residence halls, which are attractive and comfortable.

Married Student Housing

Married-student housing on campus is available to all fulltime-married students. The University has 32 modem attractively furnished apartments. These apartments are located on spacious, open grounds away from the heavy traffic areas. They are assigned to students on a first come, first served basis.

Unfurnished apartments can also be applied for through the Office of Student Housing.

Residence Hall Applications

Applications for room reservation may be obtained from the Cashier's Office or the Housing Office. In order to receive a room assignment, a non-refundable reservation fee of $25 must accompany the application. The room reservation fee for returning students is $150.00. The reservation fee is applied to room rent at the time of registration. The order in which the reservation fees are received by the Cashier's Office determines the priority for room assignments

.

Freshman students entering for the first time are assigned rooms, upon payment of the required non-refundable acceptance fee of $35 and the non-refundable room reservation fee of $25, as long as space is available. Room assignments are made in order of priority on receipt of the above fees.

Applications for residence hall rooms will be accepted for upperclassmen beginning the first Monday in March for the ensuing fall term.

The room reservation deposit fee is not refundable, except in the instance where the University is not able to provide a room.

Room Keys

All students, upon arrival at the University, will report directly to their assigned residence hall to obtain room keys and any other necessary information.

Roommates

One of the most rewarding experiences one will have at South Carolina State University is getting to know many different kinds of people. One will find that learning to live in close quarters with other students will provide as much of an education as one's classroom experiences.

COUNSELING, HEALTH AND PSYCHOMETRICS

COUNSELING AND SELF -DEVELOPMENT CENTER

The Counseling and Self-Development Center addresses the emotional /developmental needs of South Carolina State University's students. The aim of the Counselors is to provide services that enable students to define and accomplish personal goals, and cope with situations or experiences that could impede their personal growth and development. During the counseling process, students are encouraged to:

(a) engage in self appraisal
(b) generate constructive strategies for responding in conflictual situations.
(c) choose a feasible course of action to facilitate achievement of their goals.
(d) accept responsibility for their choices.

The kind of counseling services provided for students are:

(a) **Individual counseling** for personal, social and academic concerns.
(b) **Group counseling** to foster problem solving that relies on sharing experiences and learning from others.
(c) **Outreach programs** on topics that bear relevance for students' growth and development, such as stress management, assertiveness training, study skills, etc. One project in which Peer Educators and staff are actively engaged in is alcohol and drug prevention on campus.
(d) **Psychiatric evaluation** and treatment for students whose problems are more serious and warrant the prescription of medication and/or close monitoring of the effects of the prescribed medication.
(e) **Consultation** services are offered to the entire university community upon request.
(f) **Psychological evaluation,** including career assessment, is available for students whose presenting concerns warrant this intervention.
(g) **Referral services**: When students bring problem situations to a staff member that can be better handled by another department or person, a referral to the appropriate source, either on campus or the Orangeburg community will be done in a timely manner.

What do you need to do if you desire to seek the services of the counseling center?

The Counseling Center is located adjacent to Brooks Health Center and behind Bradham Hall Dormitory. Hours of operation are 8:30am-5:00pm. The staff of the Counseling Center may be reached at (803) 536-7245. If there is an emotional crisis during off hours, and a Counselor/ Psychologist is required in one of the dormitories to assist a student, please call campus police at (803) 536-7188.

Confidentiality: The Counseling Center staff maintains strict confidentiality of all information presented in counseling, except in cases where the safety of the client and others is at stake.

Psychiatric Services-The center has retained, on a part-time basis, a psychiatrist who provides psychiatric services for students.

STUDENT HEALTH SERVICES BROOKS HEALTH CENTER

The University operates a health center which provides outpatient services to students. The mission of the Health Center is to improve the overall health status of students which will enable them to participate as productive individuals. The program seeks to combine several approaches: health education, health promotion and preventive health and treatment for illness and injury; and the coordination of health services for students with long term chronic and handicapping conditions and special needs.

Brooks Health Center is located behind Bradham Residence Hall. The hours of operation are 8:30 am 5:00 pm, Monday Friday. Students are seen on a walk-in basis; however, appointments are strongly recommended. The staff can be reached at (803) 536-7053/7055. For consultation after hours, please contact campus police at (803) 536-7188.

Goals

The Office of Student Health Services plans, develops, implements and evaluates a health care program that encompasses the physical, psychosocial, cultural and spiritual needs of students, fosters the transmission of knowledge and the personal development of students, provides sick/injury and preventive health education, promotes healthy activities and assists students with chronic illness and special needs to maintain optimal health.

Student Responsibility in Order to Register and Be Eligible for Services

In order to register and be eligible for use of the Health Center, students must:

a. Have a completed South Carolina State University health physical examination record on file at Brooks Health Center.
b. Have documented evidence of current immunizations (teta -nus [booster] within the past 10 years, first and second MMR. the Hepatitis B Series and TB skin tests) on file at Brooks Health Center.
c. Present valid ID card to staff on each Health Service visit. Since the student health service clinic is supported by student fees, only undergraduate and graduate students who have paid health service fees are eligible for health care. Part time students may be served and billed at the customary fee rate for this area.

Who Directs and Operates the Health Center?

The Health Center Staff is composed of one clinical director, one part time medical physician, two full-time professional nurses, one administrative specialist, one file clerk/receptionist, and one full-time nursing assistant. Medical and nursing clinics are held daily and the scope of these services includes:

1. General medical care for "episodic" illness excluding surgery, dental and eye care.
2. Limited diagnostic services.
3. Immunization and allergy "shot" program.
4. Monitoring and assistance with coordination of services for students with chronic illness and special needs. (Students should bring all medications to school with them.)
5. Referrals to on-campus and off-campus resources when indicated by health needs.
6. Individual and group health education.
7. Special personal care and preventative services.
8. Annual comprehensive physical examinations for intercollegiate athletics, and cheerleading participants.
9. Physical examinations when medically indicated.
10. Referral for Psychiatric services and monitoring of follow-up care.
11. "Self Care" education and follow-up treatment center.

Brooks Health Center is responsible for the operation of the "Wellness Center" which is designed to promote and enhance health and wellness through programs and activities such as nutrition, health screening, counseling, and personal fitness. The "Wellness Center" is located in Mason Hall.

What Happens In Case of An Emergency?

Minor emergencies will be seen in clinics and/or referred to the appropriate local resources (i.e., Urgent Care Center or private physician). All major emergencies should be transported by EMS to The Regional Medical Center. Parents/ guardians may be notified of emergencies by the staff in Health Services, the staff in the Emergency Room at the hospital or the Coordinator of Residence Life at South Carolina State University.

What Is the University's Policy on Sickness and Accident Insurance?

It is a requirement that all students have Sickness and Accident Insurance and report name of company and insurance number of Health Services as part of the medical record. Students should also keep a copy of the insurance card in their possession. If private insurance is not available, students Sickness and Accident Insurance can be obtained by completing the insurance enrollment form and returning the form with payment as instructed directly to the insurance company. Proof of Sickness and Accident Insurance must be documented on your health record.

Disabled Student Support Services

Academically qualified students who have disabilities are an important part of the student body. Providing equal opportunities for students with disabilities is a campus-wide responsibility and commitment. Support services for students with disabilities are available at the Counseling and Self-Development Center/Psychometric Center. Among the services provided are counseling, advocacy and, when necessary, referral for appropriate management of the students' needs. Referral sources include Brooks Health Center and the local South Carolina Department of Vocational Rehabilitation.

Additional information concerning the services provided by the Office of Disabled Student Services staff can be obtained by calling (803) 536-7245 or visiting the facilities housed in the Counseling and Self-Development Center located behind Bradham Hall Dormitory.

PSYCHOMETRIC CENTER

The Psychometric Center serves as an administrative site of several major standardized tests that students are required to take in pursuit of their academic and career goals. In addition, the Psychometric Center provides access to test preparation material and other resources that could be used to facilitate the reduction of test anxiety and the acquisition of test-taking skills. Follow-up research on students' test performance is also conducted to identify indicators of the Center's achievement of its goals and mission.

Students requiring test-related services provided by the Center may call Mrs. Belinda Smalls at (803) 536-7024 or come by Moss Hall (2nd Floor, Room 204).

CAREER DEVELOPMENT CENTER

The Career Center focuses on the total development of each student. Its goal is to provide services which facilitate a smooth transition from student to productive citizen. The services are designed to guide the career planning of students throughout the undergraduate years and also after graduation.

The Career Center is located on the second floor in Belcher Hall. The hours of operation are: 8:30 A.M. until 5:00 P.M. on Monday - Friday.

Objectives

1. To aid students in the development, evaluation, and implementation of career plans;
2. To provide students with the necessary skills to present themselves effectively as candidates for employment or graduate school;
3. To assist students in obtaining employment experiences during college and permanent employment after graduation; and
4. To assist South Carolina State University alumni in identifying job vacancies.

SERVICES

Career Counseling: The Center conducts various individual/ group sessions, to include career exploration; decision making; employment trends; summer, part-time, and permanent employment; cooperative education, techniques of interviewing, and resume writing.

Graduate and Professional Schools: Assistance is given to students via catalogs, brochures, fellowships, assistantships, grants and stipends. Each year a "Graduate and Professional Schools Day" is held during the fall on campus.

Recruiters: The Center actively recruits prospective employers who provide on-campus interviews to all classifications of undergraduate students and to alumni. Recruiters expose students to opportunities ranging from business and industry to education, from government to social agencies, and from military to opportunities in international affairs. Since 1984, - over 600 major employer representatives have recruited at the Center.

Placement Credentials: Students grant the Center permission to release their placement credentials, upon request, to prospective employers and graduate schools.

Special Events: Each academic year, the Career Development Center coordinates informative and motivational special events. Students are encouraged to bring resumes to all events.

Career Library. Open to all freshmen, sophomores, juniors, seniors, and alumni, the library is designed to enhance a student's career potential through printed matter. A variety of binders, pamphlets, directories, and other materials in areas such as health, business and industry, government, and higher education are maintained. Students are permitted to keep, free of charge, any brochure related to their specialized areas.

The Center also houses Cooperative Education and the Internship Programs.

COOPERATIVE EDUCATION PROGRAM

Cooperative Education is an educational strategy that provides a well-balanced combination of college study and alternating periods of "hands-on" experience in a work setting related to the student's major and/or career goals. This is achieved by involving students in approved and structured learning experiences in the world of work. It is called "Cooperative Education" because it is dependent upon the cooperation of university administrators, educators and outside agencies in collaborating to form a unique and practical total educational program.

Content to "earn while they learn," students find it a fascinating experience in "total" professional growth. Upon graduation, they enter the job market with invaluable work experience and seniority.

A Cooperative Education "job" may consist of one or more assignments. Thus, a student may gain work experience in his/her chosen field of study for one semester ("one assignment") or more. Presently, a student may enroll in at least two courses: GUID 201-01 and GUID 202-01. [Please note that while a student may enroll in more than two assignments, the University presently gives academic credit for only these TWO assignments.] Each course is six (6) hours credit.

Conceivably, Cooperative Education is a Fall and/or Spring long program. It is encouraged that there should be a return to the University for classroom study between the two work sessions. However, based upon an agreement between the employer and the university, there may not be a break for the student between the two work sessions.

In addition, though it is normally not considered as such, a full term summer session (eight weeks) will be considered one of the work sessions based upon the agreement between the employer and the university.

If a student elects to participate in a Cooperative Education assignment, he/she must first register for course credit.

Objectives

1. To provide students with an opportunity to work in a professional work setting in their major field of study;
2. To give students an opportunity to test their career objectives;
3. To expose students to the "real world" of work;
4. To enhance classroom relevancy;
5. To cultivate in students social maturity, professionalism and self-confidence;
6. To assist the student in developing skills in the application of theory, principles and concepts to real life problems; and
7. To provide a source of financial aid.

Eligibility

There are three basic requirements for acceptance in the Cooperative Education Program. Students must:

1. Be enrolled full-time at South Carolina State University.
2. Have completed 30 semester hours.
3. Have and maintain a minimum grade point average of 2.5.

Students are encouraged to enroll in the University's GUID 210-01 "Career Development" course prior to going on an assignment.

INTERNSHIP PROGRAM

The Internship Program affords students "hands-on" experiences in a real world environment while still enrolled in college. It is advisable that all internships be conducted off campus in an area directly related to the student's major.

Unlike as in the Cooperative Education program, a student participating in the internship program may or may not receive a salary, may or may not receive academic credit, and may or may not experience full-time (40 hours) employment. Under any circumstances, the experience must be academically related. (See your Career Planning Counselor for further details and explanation.)

Objectives

1. To encourage students to consider careers directly (or closely) related to their field of study;
2. To provide students with valuable work experience; and
3. To aid the institution in achieving its mission.

Eligibility

To be eligible for an Internship, a student must:

1. Be a continuing university sophomore, junior, senior or graduate student. An applicant is considered a sophomore if he/she will have completed all freshman credits (30 or more semester hours) by the time the Internship has begun;
2. Be a United States citizen or approved to work in the United States;
3. Have at least a 2.5 grade point average at the university.

A three-credit internship course at the University is made available to students. Enrollment is optional.

SPORTS AND ATHLETICS

INTRAMURAL SPORTS

The South Carolina State University Intramural Sports Department, where students come first, encourages you to get involved in recreational sports. The Department offers a diversified program of recreational sports for the entire student body, and the University family. Varsity athletes may not participate in the same sport that they play on the collegiate level. The Intramural Program offers basketball, football, volleyball, tennis, softball, table tennis, bowling, and track and field. Team and individual sports are offered on a seasonal basis.

INTERCOLLEGIATE ATHLETICS

The University is a charter member of the Mid-Eastern Athletic Conference (MEAC) and sponsors a comprehensive intercollegiate athletic program, for men and women.

Mission Statement

The Department of Athletics fully embraces the University's mission and enacts its policies, procedures, and initiative with both the letter and the spirit of that purpose.

The administration and staff of the Department of' Athletics espouse a student centered philosophy, which ranks academic achievement as the number one priority of its athletes. Toward this end, the Department is committed to providing a comprehensive intercollegiate athletics program for men and women, which promotes the academic, physical, social, psychological and total development of the student athlete. Further, the Department is committed to working collaboratively with other constituents for the University to ensure the production of competent, contributing graduates who are capable of making the transition from university life to the workplace and into today's multicultural society.

Embodied within this mission statement is the concept of an effective athletics program which values success in competition, success in academic and personal development of student athletes, and success in maintaining full compliance with all rules of the University, the National Collegiate Athletic Association, the Mid-Eastern Athletic Conference and Title IX.

Goals

The goals of the Department of Athletics are as follows:

- to graduate athletes in a timely manner;
- to build self disciplined and competitive athletic team;
- to meet academic and operation standards as set by the Mid-Eastern Athletics Conference (MEAC), the National Collegiate Athletic Association (NCAA), and South Carolina State University (SCSU):
- to serve as ambassadors for the University through athletics;
- to promote life after athletics and a life-long relationship with the University after graduation via involvement in an alumni chapter;
- to solicit corporate sponsors to enhance varsity, non-revenue producing sports;
- to devise marketing and advertising campaigns which encourage attendance at athletic events;
- to enhance the professional development of the Department's coaching staff;
- to improve the physical facilities for identified varsity sports; and
- to administer a scholarship program for athletes.

SPECIAL PROGRAMS AND SUPPORT SERVICES

THE HONORS PROGRAM

The University Honors Program is designed to provide outstanding and creative students with opportunities for intellectual growth and achievement of the highest distinction. The small, challenging classes emphasize critical examination and appraisal of ideas.

At the freshman-sophomore levels, honors classes deal with the fundamentals and principles of subject-matter, to enhance the students' analytical, cognitive, intuitive and critical thinking skills. The classes emphasize in-depth discussion and self-expression.

In the junior and senior years, students in the honors program are expected to experience sustained in-depth work in their majors. Most departments provide for qualified majors to work for graduation with departmental honors.

Academic opportunities offered through the Honors Program provide the best possible education for exceptional students. Opportunities, such as the following, exist for them:

1. Freshman Honors Colloquium
2. Departmental Honors
3. Senior Theses
4. Graduation with Departmental Honors
5. The Annual Honors Conference
6. The University Scholars Program
7. Honors Residential Housing

Admission

Students wishing to enter the Honors Program must submit an Honors application in addition to that submitted for undergraduate admission to South Carolina State University. Honors Program applications are accepted year-round and usually are processed within one month of their completion.

The Honors Program admits students at various stages of their university education, including incoming freshmen, transfer students and on-campus students. Admission of students is based on outstanding high school or college academic achievement and aptitude, as indicated by one or more of the following: GPA, SAT, National Merit Semi-Finalist, or score of 4 and above on tests in the Advanced Placement Program of the College Entrance Examination Board.

INTERNATIONAL PROGRAMS

The International Programs Office is administratively housed in the Division of Academic Affairs. A vital mission of the program is to develop intercultural communication skills and international understanding among students and faculty. The Program is designed to appeal to a diversity of students who seek opportunities to develop skills and understanding about international events, issues, and problems. The Program aims to achieve a global perspective through an interdisciplinary network of experiences and courses. Students are strongly encouraged to participate in a study aboard program. Planning should occur early in the student's academic career.

NATIONAL STUDENT EXCHANGE PROGRAM

South Carolina State University is a member of the National Student Exchange (NSE) Program, a consortium of more than 170 state-supported colleges and universities throughout the United States that exchange students for up to one academic year.

The program provides students an opportunity to broaden their academic, social and cultural awareness, while continuing progress toward their academic goals. Courses taken during NSE will be treated as transfer coursework; however, students will register at South Carolina State University. This is not a transfer program. Students will return to South Carolina State University to complete their graduation requirements.

To be eligible, applicants must be full-time students in good standing with the University, and they must be at least sophomores with a 2.50 or better grade point average. The program is closed to post-baccalaureates. Financial aid is usually available. This is an excellent opportunity to study in another state by paying tuition at South Carolina State University. For more information and applications, contact the NSE Coordinator, the Director of the Honors Program. Call (803) 533-3790.

1890 RESEARCH AND EXTENSION PROGRAMS

1890 RESEARCH

The 1890 Research Program began in 1967 as a part of Public Law 89-106 under the Cooperative State Research Service, United States Department of Agriculture. The Morrill Act of August 30, 1890 provided for the endowment of South Carolina State University as a Land-Grant College to assist the training of black students. Section I of the Act of August 4, 1965 (Public Law 89-106) authorized the Secretary of Agriculture to make research grants available to historically black land grant institutions like South Carolina State University.

Today, under Public Law 95-113 enacted in 1977, the 1890 Research Program offers opportunities for students, staff and faculty to participate in organized research projects specifically designed to address quality of life issues and problems impacting negatively on rural and urban limited resource families in the State. Research is presently conducted into these major areas: Agriculture and Production Systems, Youth and Family Development, Rural Life and Rural Opportunities, Environment, Health and Human Nutrition.

The primary focus of the 1890 Program is on Rural Community and Human Resource Development. Through a strong coordinated partnership with Cooperative State Research, Extension and Education Service (CSREES), USDA, Clemson University (our 1862 state, Land-Grant counterpart), and eighteen (18) historically black Land-Grant Universities and Colleges and Tuskegee University, the foundation of America's agricultural system remains alive and well in the building of a rich heritage and tradition of Research, Teaching and Extension.

The land-grant philosophy of the 1890 Program has been the foundation of America's agricultural productivity for more than a century. The three cornerstones of the land-grant approach (teaching, research, and extension) have improved the economic well-being and quality of life for millions of Americans.

The intent of the 1890 Research Program component at South Carolina State University, one of 18 historically black Land-Grant Institutions and Tuskegee University, is to offer enhanced opportunities for students, staff and faculty to participate in organized agricultural and rural focused research projects, departmentally developed and designed to address problems and issues impacting negatively on the quality of life' of limited resource families.

The success and efficiency of this program is facilitated by a highly effective planning, coordinating and funding system. The heart of this system is a partnership among the administration of South Carolina State University, USDA, and Clemson University-the 1862 land-grant institution in the state. The Cooperative State Research Education and Extension Service (CSREES) provides the crucial link in this partnership.

With the beginning of federal funds for 1890 research in 1967, South Carolina State University became a part of this coordinated system. This participation was strengthened by the 1977 Evans-Allen legislation which requires that each 1890 institution work with its corresponding 1862 Land-Grant University to develop jointly an an-

nual plan of work which is submitted to CSREES for approval. This process ensures that unnecessary duplication of effort is avoided.

1890 EXTENSION

The 1890 Cooperative Extension Program component provides an outreach education/information delivery perspective to help rural urban limited-resource individuals and families improve their level and quality of living, and to help them achieve their goals through wise resource management.

In 1914, Congress passed the Smith-Lever Act, which established Cooperative Extension Programs at land-grant institutions funded and administered by Extension Service USDA. The Food and Agriculture Act of 1977, Section 1444, provided for complete fiscal and program responsibility and accountability to the 1890 Extension Program. The South Carolina State University Extension Program is administered at the state level in cooperation with Clemson University and CSREES-USDA.

Extension field staff and specialists use a vari+ety of educational methods—public presentations, demonstrations, publications, computer networks, satellite and video, newspapers, radio and television—to reach their audience. Extension curriculum and programs are enhanced through collaboration with public and private agencies and organizations.

The Cooperative Extension Program focuses on these areas:

1. Retention of Small/Minority Farms
2. Sustainable Agriculture
3. Food Safety, Security and Quality
4. Nutrition Education, Diet and Health
5. Natural Resources and the Environment
6. 4-H Youth and Families
7. Community, Leadership and Economic Development

With the 1890 Research and Extension Programs, "The Future Begins Today," instituting effective research projects and extension programs to assist limited-resource families today will prepare them for a better tomorrow.

EDUCATIONAL TECHNOLOGY SERVICES

The Department of Educational Technology Services, housed in Nance Hall lower level, facilitates university academic outreach through the provision of traditional courses, Web-enhanced courses, online courses, satellite courses, and continuing education courses and workshops. The Department of Educational Technology serves the academic needs of traditional and nontraditional students in the state, throughout the nation, and around the globe. The Department also provides comprehensive educational experiences that enhance the quality of life, empower individuals and organizations, and improve professional practices. Using traditional outreach methods and the latest technology (e.g. e-learning), the Department is prepared to provide constituents with anytime, anywhere learning experiences. For both traditional and nontraditional students, the Department arranges for course delivery on and off the main campus, in the evening and on the weekends. Educational technology in the forms of interactive and satellite television, and the internet allows students to avail themselves of educational opportunities on campus and at-a-distance.

To ensure the quality of academic courses, learning and e-learning activities, the Department of Educational Technology Services also operates an Assessment Center which monitors the quality of student achievement and the effectiveness of instruction.

Adult and Continuing Education

Continuing Education (CE) component is responsible for coordinating educational opportunities through off-campus and evening programs. The primary aim of the CE component is to provide outreach services and educational opportunities to non-traditional populations. Nontraditional students are adult learners who are twenty-one years of age or older and who seek to further their education; however, their professional and personal obligations prevent them from attending day classes. The Continuing Education component specializes in meeting the academic needs of these students by offering courses in the evenings and on the weekends.

Military personnel, through the Service member Opportunity College (SOC), reach educational aspirations of earning a baccalaureate degree through the CE component. Professionals are also able to earn certification, recertification, and licensure CE credits in a number of occupational fields.

The Off-Campus and Evening/Weekend Programs

The Off-Campus Program includes undergraduate and graduate level courses offered to students in various counties throughout South Carolina. All courses are offered in association with ongoing university degree programs. Specified contact persons in local school districts and in state and private agencies assist with planning off-site activities for adult learners. At the undergraduate level, the general education curriculum and major courses in the areas of education, human services, child development, humanities, and the social sciences are offered. Most off-campus courses are taught by South Carolina State University faculty members. In some instances, qualified adjunct professors are utilized when regular faculty members are not available for off-campus assignments.

Evening and weekend classes are offered for the convenience of part-time and nontraditional students whose occupational or personal commitments will not allow them to attend classes during the day. Select degree programs within the universitys traditional curriculum make courses available through the Evening and Weekend Program in order that students might complete a degree. Both undergraduate and graduate courses are offered after 5 p.m. during the week and throughout the day on weekends. Delivery of theses courses is either in a traditional classroom setting or students may attend classes at a distant site.

The Universitys procedures regarding matriculation into a Continuing Education course and the awarding of CE credit follow:

South Carolina State University

Procedures for the Awarding of Continuing Education Units (CEUs)

South Carolina State University is a comprehensive, land-grant institution committed to preparing students "to meet lifes challenges and demands that enable them to work and live productivity in a dynamic, global society". Subsequently, the University is also committed to making education accessible to nontraditional students and uniting professionals in the lifelong learning process. To meet these needs, SCSU will offer Continuing Education Units (CEUs) as noted below.

Organized courses
Seminars
Workshops
Institutes
Other continuing education activities or educational opportunities

The growth of noncredit instructional programming in institutions of higher education is well recognized and is moving to the forefront rapidly. In order to standardize the comparisons and transfer records of noncredit learning, the National Task Force on Continuing Education created a national unit of measure, the Continuing Education Unit (CEU).

SCSU is accredited by the Southern Association of Colleges and Schools and will award CEUs in accordance with the recommendations of The Council on the Continuing Education Unit as reflected in The Continuing Education Unit Criteria and Guidelines and the South Carolina Commission on Higher Education.

The Continuing Education Unit is defined as

> "Ten contact hours of participation in an organized continuing education experience under reasonable sponsorship, capable direction and qualified instruction." The Continuing Education Unit may be used for the measurement, recording, reporting, accumulation, transfer, and recognition of participation by adults in Continuing Education activities.

The CEU as defined by the National Task Force in its publication, The Continuing Education Unit Criteria and Guidelines, has the following purposes:

- To establish permanent records for individual participants for accumulating, updating and transferring information concerning noncredit continuing education experiences.
- To provide a uniform system for accumulating data at the institutional level to assist in program planning and development and in administration and fiscal management.
- To establish a national system of measurement to facilitate the collection of data on a national basis and provide valid statistical information necessary for legislative action and public policy determination relating to noncredit adult and continuing education activities.

Criteria for CEU Approval

Any activity/organized course/seminar/workshop, or institute may be submitted for CEU approval. The activity must be a learning experience approved through and by the Division of Academic Affairs (Associate Vice President and Vice President).

The approval process includes the following steps:

1. The activity planner(s) (internal and external) should submit a copy of the agenda, description of the activity content, duration of activity, official program listing the presenter or presenters, and a biographical sketch/resume of presenters. ETS will use information to determine the eligibility of the activity/program and the number of CEUs which can be awarded based upon this policy and the number of contact hours that can be documented.
2. Upon completion of the above process, ETS will submit packet to the Associate Vice President for Academic Affairs who will approve the proposal and ensure that the recommended number of CEUs are in compliance with SCSUs Procedures for the Awarding of Continuing Education Units.
3. In instances that ETS generates courses/modules/activities for CEU credit(s), the activity shall be marketed and publicized via printed materials and the World Wide Web.
4. The activity must consist of not less than five instructional hours; therefore, an approval request must involve at least a 0.5 CEU.
5. A CEU application fee of $10.00 will be assessed for each student participant to cover the administrative cost of preparation and maintenance of the CEU permanent record by the Office of Records and Registration, and these funds shall be credited to the Office of the Registrar. ETS shall submit a Confirmation of Enrollment and Final Grade Form to the Office of the Registrar, no later than 10 days after the culmination of a CEU-generating Continuing Education Activity.
6. The permanent record will include the name, campus wide ID, title of the activity, completion date, the number of CEUs awarded for each activity plus a cumulative total of CEU credits.
7. The Director of ETS shall include in the Programs Annual Report a descriptive and budgetary summary of CEU Activities.

Qualifiers and Limitations on CEU Approval

Qualifiers:

1. Mass Media Programs (e.g. specific organized courses, workshops or seminars held in conjunction with meetings, conferences or conventions) may qualify for CEUs when the CEU criteria are met.
2. CEU courses/workshops may be directly offered by SCSU or through contractual arrangements. The Refund Policy for SCSU is 5% of tuition for each unit. As confirmation of completion of a CEU activity, a participant may order a copy of his/her transcript at the standard University cost.

***Limitations:**

1. CEUs will not be awarded for an activity/program/workshop/ seminar or institute that was offered prior to being approved.
2. CEUs will not be awarded for High School Equivalency Programs.
3. CEUs will not be awarded for committee meetings.
4. CEUs will not be awarded for association membership and certification programs.
5. CEUs will not be awarded for entertainment and recreational events.
6. CEUs will not be awarded for university course credit programs.
7. CEUs will not be awarded for individual scholarships.
8. CEUs will not be awarded for work experienceon the job training.

***Note:** The above listed activities, when offered independently from a broader program, do not qualify for CEU approval. When offered as integral parts of broader programs; however, they may be considered for CEU credits. The University exercises the right to determine and approve activities for which CEUs are awarded.

Attendance and Grades

Regular attendance and participation are essential to effective teaching and learning. Adult students are expected to be punctual and maintain regular attendance in CEU classes. A minimum attendance of 90% is required to receive CEUs (e.g. CEU = 10 clock hours. 90% is 9 clock hours). A grade indicating satisfactory or unsatisfactory completion of a CEU credit initiative and the number of CEUs awarded will be issued at the end of the activity/program/seminar/ workshop, institute, etc. and forwarded to the Office of Records and Registration.

Costs (Per Student)

- Administrative Processing--Enrollment & Registration $10.00
- Per Unit Tuition $50.00
- Technology Fee (when sponsored by SCSU) $10.00
- Transcript $ 3.00
- Books and Supplies (Determined by course/workshop) (See instructor)

Professional Development Program

The Department of Educational Technology Services offers contract courses that are responsive to those individuals who have professional interests in occupational advancement. Certificate programs, professional certification, recertification credit, and licensure programs allow for occupational training and development. Graduate level courses, usually in the 699 or 799 (special topics) series, are requested for off-campus delivery by school districts and other agencies. These courses and other graduate level courses may be used for recertification and/or graduate credit. Prior work experiences, educational background, and professional goals are considered in the development of the program of study.

Assessment Center

The Department of Educational Technology Services manages an Assessment Center that offers training, development, and support services to ensure quality teaching and learning and to promote the effective use of technology in the instructional process. The Centers activities guide instructors through the transformation of traditional courses and pedagogy into e-learning environments.

Assessment Center services recognize instructors as content experts while implementing technology and assessment best practices to ensure successful e-learning. The Center assesses teacher-centered and learner-centered instruction, and course characteristics including structure (e.g. classes, sessions, modules, independent study, laboratory), mode (online, Web-enhanced or multiplatform), contents (e.g. readings, images, PowerPoint ™ presentations, audio/video streams), objectives, competencies, the correlation of course objectives to test items, syllabi, policies (e.g. grading, academic integrity, assignments, technology-readiness, communications, "netiquette"), documents (e.g. handouts in user-friendly, printable formats), interactivity and communications plans (e.g. synchronous versus asynchronous Internet or satellite communications), external resources and references (e.g. library links, access to online journals, online manuals, online textbook supplements), and use of copyrighted materials.

The Assessment Center monitors and assesses the course development process and the implications for student learning. The Center advises and provides feedback to faculty on the appropriateness of specific technologies (e.g. computer-assisted instruction, satellite broadcasting, and Blackboard ™), assesses the effectiveness of the resulting courses to meet curricular goals and the institutional mission, and facilitates the reporting of academic outcomes to include student performance on course tests, institutional test requirements (e.g. English Proficiency Exam and Speech Proficiency Examinations).

To learn more about Assessment Center training and development support, see **Resource Development Services.**

Distance Education

Distance education is a means by which South Carolina State University extends its resources in the areas of instruction, research, and service to the citizens of the state of South Carolina and the world. The Department of Educational Technology Services offers computer-assisted instructions such as those delivered through the

Assessment Center; computer-managed instructions delivered through synchronous and asynchronous technologies such as email, discussion forums, virtual chatting, compressed video, videotape, satellite broadcasts, and the Internet/Web; and the e-education system, the Blackboard Learning System ™, which facilitates anywhere, anytime teaching and learning activities through features such as online course management and delivery, an online gradebook, secured access to copyrighted resources, collaborative content management, assignment management, email, discussion forums, virtual chatting, online library services, and an instructor control panel of options. Students may enroll in courses that are taught strictly through any of these Distance Education modes, through multiple platforms, or in a traditional classroom setting enhanced by a blend of Distance Education technologies.

Resource Development Services

The Department of Educational Technology Services offers individualized services as well as conferences, workshops, and seminars to meet the needs of faculty and students developing materials to meet specific teaching, learning, and service needs. These include presentations and training on instructional systems (e.g. Blackboard ™), computing applications, using copyrighted materials and securing copyright clearance, best practices for resource development and delivery, plagiarism detection and promoting academic integrity, course content-building, ADA (Americans With Disabilities Act) compliance in technologies, developing an online and/or interactive syllabus, developing activities for online teaching, team-teaching online, using course materials from publishing companies, and technology tools, tips, and techniques. Additionally, courses, course modules, assessment pools, and e-learning Building Blocks™ developed in the Blackboard Learning System™ can be imported into other Blackboard systems, facilitating collaboration and course development across teams, disciplines and institutions.

Media Services

The Department of Educational Technology Services maintains a reserve supply of media equipment, e.g. digital cameras, overhead and LCD projectors, and projection screens for academic and administrative units of the University not equipped with smart classrooms.

To learn more about these programs and services, write, email or call:

The Director of Educational Technology Services
P. O. Box 7731
South Carolina State University
300 College Street, N.E.
Orangeburg, South Carolina 29117
Email: jdnc@scsu.edu
Phone: (803) 516-4587

MILLER F. WHITTAKER LIBRARY

The Miller F Whittaker Library is centrally located on the University campus. However, the library is designed to accommodate the research and academic resource needs for both on-site and off-site students. Users have access to 1) MIL-LINE, the online catalog, for books, serials, government documents, and selected microforms; 2) electronic resources on the librarys Web site; and 3) other microform collections.

The library maintains several notable microform collections. Some of these include: 1) Doctoral Research on the Negro, 1933-1966; 2) Black Studies I -dissertations and masters theses; 3) the Atlanta University Black Culture Collection; 4) the Papers of Frederick Douglass; 5) the Papers of Carter G. Woodson and the Association for the Study of Negro Life and History, 1915-1950; 6) the Palmetto Medical, Dental, and Pharmaceutical Association Records, 1896-present; 7) the Orangeburg Massacre, FBI Report; and 8) the Centers of the Southern Struggle: FBI Files on Selma, Memphis, Montgomery, Albany, and St. Augustine. In addition, the library maintains a Black or Special Collection (Spec. C) which is a collection of materials by and about Blacks.

The SCSU Historical Collection collects, organizes, preserves, and makes accessible primary source materials relating to the history of the university and the local community. The SCSU Historical Collection promotes the use of these materials by the SCSU community, scholars, and the public.

The library is a partial depository for U. S. government publications, a sub-depository for South Carolina publications, and a regional data center under the auspices of the South Carolina State Data Center.

The library staff strengthens the intellectual environment of the academic community by developing, organizing and preserving multiformatted collections for information retrieval. The library staff also focuses on meeting user needs and provides innovative and creative learning opportunities, fosters relationships with faculty, provides outreach services to students and the community, supports academic disciplines in the research process, and participates in the teaching process by facilitating information access.

Instruction and Research

The Bibliographic Instruction Program is tailored to meet the needs of students, faculty, and staff. Three levels of instruction assist undergraduate, graduate, specialist, and doctoral students in identifying, interpreting, and using a variety of reference and information resources.

The Library-Faculty Liaison Program is a subject-oriented partnership facilitated through personal consultation with faculty on instructional and research needs of the faculty and students. Telephone consultations, individual conferences, and group seminars are arranged to discuss needed library services, bibliographic resources in specialized areas, and other informational concerns. Each reference and information specialist is assigned departmental areas and is responsible for providing current awareness and individualized assistance to departmental deans, faculty, and staff. The Library-Faculty Liaison Program and the Bibliographic Instruction Program place emphasis on providing access to support research methodology and critical thinking, instruction, self-development, and lifelong learning skills for students, faculty and staff.

Information Retrieval and Computer Services

Information retrieval systems provide users access to more than 50,000 libraries of all types in 94 countries and territories for interli-

brary loans. Thousands of databases provide access to subjects for current and retrospective information using the Internet. The systems include: 1) SOLINET - The Southeastern Library Network, along with other regional networks in the United States, has access to many cooperative library activities through one major system, OCLC, Inc. (Online Computer Library Center, Inc.) for interlibrary loan and other activities; 2) Dialog - the largest and most comprehensive collection of web databases, covers a wide range of subject areas.; 3) First Search - provides articles from databases and electronic journals; and 4) DISCUS (Digital Information for South Carolina Users) - provides access to an electronic library of full-text resources on the Web.

The library's Web site (http://library.scsu.edu) provides users access to policies and procedures, resources on the web, more than forty (40) electronic databases (including, but not limited to biology, business, education, food and nutrition, humanities, mathematics, nursing and allied health, psychology, science, social sciences, and technology), MIL-LINE, reference help, interlibrary loan, the SCSU Historical Collection, new acquisitions, the staff, local libraries, Orangeburg County, and more. This site is available twenty-four hours per day, seven days per week.

The library's Computer Lab is opened 83.5 hours per week and has 15 workstations. Users can access MIL-LINE, DISCUS, the Internet, telnet, e-mail, and Microsoft Office 2000.

The South Carolina Statewide Library Borrowing Card Agreement allows students, faculty, and staff to borrow materials statewide. If one plans to visit a participating library, he/she must contact the circulation desk in the Miller F. Whittaker Library at (803) 536-8645/8631. The card must be issued by the institutional library. Students at the University Center at Greenville should consult the Media Center to take advantage of statewide borrowing. To obtain a list of participating schools and policies, visit the Whittaker Librarys Web site at http://library.scus.edu and link to Departments then Circulation Services.

SUMMER SCHOOL

The summer term at the University encompasses multiple sessions, thus students find that study during this time has a number of advantages. A student may earn up to eighteen semester credit hours, which could result in early graduation, improvement in the grade point average, reducing future course load, or getting a course-of-study back on track. Visiting students can earn academic credits that will transfer to the degree college, and entering freshmen can get a head start on college courses. A variety of courses is offered during the summer term and is conveniently scheduled to meet the needs and desires of traditional and nontraditional students. Some courses are being offered using interactive and satellite television, videotape, and the Internet. Finally, a number of courses are available to persons wishing to renew teaching certificates or to those interested in self-improvement.

UNIVERSITY COMPUTING AND INFORMATION TECHNOLOGY SERVICES

The UCITS office provides a variety of user support services and resources through its units - University Computing (academic and administrative), Telecommunication Services, One Card Services.

UNIVERSITY COMPUTING

University computing systems and information technology resources exist to support the business, instructional, and research activities of SCSU. Use of such systems (computers, printers, telephones, etc.) is limited to official University functions. Respect for the privacy and property of others and for standards of academic honesty also apply to use of IT systems. Copies of Access and Account Policies are available
in the office and are posted on the University's web site. Access to and use of the computing facilities managed by UCITS is limited to persons directly affiliated with SCSU. The management of all accounts, including faculty and student accounts, is provided by University Computing. Other services provided by University computing include:

* Technical support for development and maintenance of administrative systems.
* Technical support for academic software (compilers, SPSSX etc.)
* User support for academic and administrative applications
* User support for electronic communications (e-mail and Internet applications)
* Operation of centralized computing resources
* Training for faculty, staff, and student.

TELECOMMUNICATIONS

Telecommunications, through the leadership of the telecommunications manager, is responsible for the planning, deployment, and management of facilities and equipment needed to provide voice, data, and video communication services. These services include:

* Implementing user modifications
* Trouble resolution
* User training
* Installation and repair of phone/fax lines
* Installation of data lines for computers, printers, hubs, etc.
* Providing lines for video signals
* Operating the University's switchboard
* Administration of network and e-mail accounts for students and employees
* Administration of student voicemail program
* Management of the University's data network – including hubs, switches, and cabling down to the building and, in many instances, the desktop as well as software installation

One Card

The One Card Office produces the Universitys Identification Card for students and employees. The cards and be encoded via the magnetic stripe so that the card can function as a debit card for use the Universitys bookstore and restaurant. The card is also used for entry to various events on campus, such as football and basketball

games and lyceum events. The One Card Office can also transferred money deposited in your student account to your One Card Account.

WSSB-FM RADIO STATION

South Carolina State University owns and operates WSSB FM. This facility serves as a laboratory for broadcasting courses and affords the students the opportunity to put theory into practice.

The mission of WSSB-FM is to give the University an outlet for the presentation of enrichment programs of an academic, cultural, artistic and informational nature.

As a public broadcasting facility, the station provides timely information and events within the Orangeburg, Calhoun and Bamberg county areas through interviews and public service announcements. WSSB-FM, with 80,000 watts, the most powerful noncommercial college radio station in the state, welcomes comments and suggestions from its listeners in order that their needs might be served.

PRINTING SERVICES

Printing services mission is to operate a profitable cost center that meets the printing requirements of faculty, staff, and students in an efficient and economical manner. This mission is performed through the production of quality brochures, proposals, bulletins, programs, invitations, syllabi, schedules, envelopes, directories, and various forms used at the University.

Printing services also provides support for staff, faculty and students in the design and development of a variety of instructional materials and educational support materials using various graphic arts techniques.

ACADEMIC REGULATIONS

ENROLLMENT PROCEDURE

In order for students to be officially enrolled at South Carolina State University, they must be admitted to the University academically eligible and have their official schedules validated by Accounts Receivable.

When students have been suspended or dismissed from the University, they are not eligible to enroll in or to continue in any program at the University. During these periods, credits earned at another institution will not be accepted to improve the grade point average or to meet requirements for a degree at South Carolina State University.

PHYSICAL EDUCATION/ROTC

All students are required to take Physical Education, HED 151, or Military Science.

Physical Education

Students who entered South Carolina State University on or before the Fall Semester 1995 are required to complete four (4) courses in Physical Education (PE zero series or PE 150 courses only).

Students who entered South Carolina State University the Fall semester 1996 - Summer 1997 are required to complete four (4 credit hours of Physical Education (PE zero series or PE 150 courses).

Students who entered South Carolina State University beginning the Fall semester 1998 are required to complete either one 2-credit hour course of PE 150 or one 2-credit hour course of HED 151. Students are only required to complete one of the above.

Effective for ALL students beginning the Fall Semester 1999, there are no age exemptions for Physical Education (PE 150 courses). Students will be allowed to substitute HED 151 for PE 150.

Dress code for physical education activity classes will be uniform as stipulated by the department.

Non-majors must enroll in only PE 150 , PEA 150 to PEV 150 physical education classes.

Military Science/ROTC

Basic Course ROTC studies are offered on a voluntary basis at the University.

Effective Fall 1998 students who elect to take ROTC are required to take one ROTC course to satisfy general education requirement.

A student who has served a minimum of twelve months of continuous active duty in the U.S. Armed Forces may be exempted from physical education classes. A copy of the student's DD214 is required. For more information, contact the Chairman of the Department of Health and Physical Education.

Adapted Physical Education

Disabled non-majors should enroll in a special class with the approval of the coordinator of Health and Physical Education. This class is individualized and disabled students must provide written evidence of their eligibility to enroll in this class from medical personnel. The class is PEK 150.

LATE REGISTRATION

Students must complete all registration requirements including the payment of fees on the dates specified on the university calendar. If they fail to comply and register during the period designated for late registration, they will be required to pay an additional fee of $100.00. The late registration fee is not deferrable.

DROPPING COURSES AFTER REGISTRATION

The University reserves the right to withdraw a course which has insufficient enrollment (usually less than ten students) after the registration period.

AUDITING COURSES

To audit a course, a student may attend a class to listen to lectures, but may not participate in classroom procedures. The student is not responsible for any assignments or examinations. No credits can be earned in an audited course by examination or otherwise.

All students who elect to audit courses for a specific semester must obtain and submit an approved audit request form to the

Registrar's Office. The student must follow the regular registration process to enroll in the course. Students who have registered for courses on an audit basis and who wish to change registration to take the course for credit (or who wish to change from credit to audit) must do so no later than the last day of late registration. Part-time students must pay ½ tuition per credit hour.

Students must complete the prescribed procedures for enrollment through the Registrar's Office before attending classes.

DIRECTED INDEPENDENT STUDY (DIS)

Special courses, as approved by departmental chairpersons, may be offered for DIS under special documented circumstances. Faculty members are not obligated to teach a course by DIS. A student may take a course by Directed Independent Study during a semester, provided:

1. The student has junior or higher standing at the university;
2. The student has a Grade Point Average of 2.50 or higher;
3. The course is listed in the catalog, but is not scheduled for that semester;
4. The student is not repeating the course;
5. The student may take no more than one course per term by DIS and no more than two courses by DIS for degree purpose.
6. Prior to enrolling in a course for Directed Independent Study, the student must complete an Independent Study Contract in conjunction with the instructor. This contract, which must be approved by the instructor, departmental chairperson, and dean of that college must include adequate justification and documentation for the requested Directed Independent Study.
7. A copy of the approved Independent Study Contract must be on file in the Registrar's Office prior to taking the course.

No instructor will be allowed to direct more than two (2) independent study courses per semester. An Independent Study Contract may be secured from the Registrar's Office.

COURSE NUMBERING

The number series listed below indicate the division of courses in the various departments.

100 Series:	Students may enroll in these courses without a prerequisite or by such preparation as was presented for ad mission to the University.
200 Series:	These courses may be taken after an introductory course or by sophomores and juniors.
300 and 400 Series:	These courses may be taken after a 200 series course or by juniors and seniors, generally.
500 Series:	These courses may be taken by students who have completed the bachelor's degree.
700 Series:	These courses are taken by students who are on the master's level and above.

COURSE LOAD

The regular course load for students is determined by the program in which they are registered and by the level of scholarship which they have attained. Generally, the regular course load ranges from fifteen-eighteen hours.

A student registered for twelve or more hours is considered a full-time student.

The privilege of carrying extra courses may be accorded to sophomores, juniors, and seniors. A student with an average grade of B or better may carry one extra course. Permission to carry one or more extra courses above the normal load, but not to exceed twenty-one credit hours, may be granted only with the prior written approval of the dean of the college and the departmental chair. This written approval must be submitted to the Registrar's Office. {NOTE: Additional fees may apply to overload credit hours. See Fees and Expenses)

The maximum number of semester hours for which credit will be granted during Fall and Spring semesters at South Carolina State University is twenty-one (21) (with approval). This includes credit hours taken for classes on campus, through cross registration, and as a transient student at another institution.

MAJOR AND MINOR

The student should indicate the field in which he wishes to major not later than the end of his freshman year. The major consists of a minimum of thirty hours and a maximum of thirty-six hours, except in some rare instances.

Students should indicate a minor field closely related to that of their major, in which they will also do a definite amount of work. Some majors will require specific minors.

The amount of work for a major or minor as outlined in a department or school is stated as a minimum. However, one may be advised to take more than this amount.

CHANGE OF MAJOR

Students who desire to change their programs of study are required to follow these procedures:
(1) obtain from the Web or Registrar's Office a "Change of Major" form;
(2) have the form signed by the departmental chair in whose department they are enrolled;
(3) obtain their academic file;
(4) present the form for approval by the departmental chair in whose department they plan to enroll;
(5) leave the academic file with the departmental chair;
(6) obtain the signature of the dean of the school to which they are transferring; and
(7) return the form to the Registrar's Office for final approval.

To be valid, a "Change Of Major" must not only follow the procedures indicated, but it must also be completed in advance of registration in the department to which the transfer is desired.

A student who changes majors must meet ALL requirements of the current curriculum.

REPETITION OF COURSE WORK

It is the policy of the University that permanent records of Students show as accurately as possible the actual work they have completed. Under no condition can a grade be deleted from their records. In instances where a course is repeated, only the quality points and credit hours associated with the higher grade will be counted in their grade point average.

In the event of identical grades, the quality points and credits of only the latest repetition will be included in the student's grade point average.

WITHDRAWAL PROCEDURES (Drops/Adds)

A change in registration means the addition of or withdrawal from a course that appears on the student's semester schedule. A student desiring to change registration shall obtain a DROP/ADD FORM from the academic department and follow the procedures indicated on the form. No change is valid unless the DROP/ADD FORM is completed correctly and required signatures obtained. The completed DROP/ADD FORM must be returned by the student to the academic department or Registrar's Office for processing.

A student may not make additions to registration after the day designated as the "last day for filing program changes with the Registrar's Office."

No change in enrollment involving admission to a new course shall be permitted after the last day for enrollment in each semester as announced in the University Calendar.

WITHDRAWAL FROM COURSE(S)

Withdrawal from a course during the late registration period will not be recorded on the student's permanent record.

From the last date of registration until the close of a term, a student's may withdrawal from a course in accordance with established procedure is permitted.

Students may be allowed to drop courses with the written permission of advisors. A course dropped the first four weeks of class is recorded as "Withdrawn" (W); a course dropped after the first four weeks of class work, but prior to the last six weeks of a semester (two weeks in a blocked course) is recorded as "Withdrew Passing" (WP), or "Withdrew Failing" (WF), depending upon the grade in the course at the time the course was dropped. If a student withdraws during the final six weeks (or two weeks if blocked) the grade is WF.

WITHDRAWAL FROM UNIVERSITY

A student desiring to withdraw from the University officially should complete a University Withdrawal Form. After the student has obtained the signatures of the various university officials designated on the form, the form must be submitted to the Registrar's Office for final approval. A student may withdraw and receive academic progress in a class (WP 'or WF) if documented evidence of extenuating circumstances is presented. A student withdrawing without following these procedures shall not be entitled to an honorable withdrawal. A University Withdrawal form may be obtained from the Registrar's Office or the Web.

UNOFFICIAL WITHDRAWAL-UF (Drop)

A student who drops a course without following the proper procedures to drop the course will be assigned a grade of UF by the Registrar's Office. A grade of UF will be computed as a grade of "F" in the student's grade point average.

This policy is effective for all students currently enrolled at South Carolina State University.

LEAVE OF ABSENCE

Should a student wish to take a fall or spring semester or even an academic year off from school, that student must apply for a Leave of Absence from the Registrars Office. Leaves can be approved for medical, employment and other appropriate reasons such as family emergency, financial emergency, etc. A student must be academically eligible to continue course work without being on academic probation upon returning. An approved request allows a student to continue in the last catalog of record or change to the current catalog. A "Leave of Absence" form may be obtained from the Registrar's Office or the Web.

OFFICIAL STUDENT RECORDS

The permanent academic record of each student contains entries of all courses taken for credit and/or non-credit and is housed in the Registrar's Office.

The permanent academic record of each student contains the following:

1. Student's name
2. Social Security number
3. Date of birth
4. Permanent home address
5. Course entries-course number, course title, grade, credit hours, and quality points
6. Admitted program
7. Current and cumulative statistics
8. Transcript key
9. Academic status
10. Transfer credit
11. Official signature (on official transcript)
12. Name of institution
13. Degree awarded (if applicable)

CREDITS AND GRADING PROCEDURES

Credit is reckoned in semester hours. One fifty-minute recitation for fifteen weeks, or the equivalent in laboratory work, constitutes a semester hour.

No student who is suspended from South Carolina State University for any reason may earn academic credit to be applied toward a degree during the period of suspension by residence elsewhere.

GRADING PROCEDURES

The system of grading currently in use is as follows:

A-	Excellent	90-100
B-	Good	80-89
C-	Fair	70-79

D- Passing 60-69
F- Failing
P- Passing
W- Withdrawal
WP- Withdrawal Passing
WF- Withdrawal Failing
UF- Unofficial Withdrawal (Drop)
I- Incomplete. This mark is given in exceptional cases where the student has been passing and gives evidence of ability to pass the course if granted an opportunity to complete an assignment which was not completed by the termination of the course.

SP/NP - Carries credit hours, but no quality points. (*SP indicates progress toward the completion of a thesis or dissertation; NP indicates no progress or inadequate progress.*)

No credit will be given for a grade of *I*. No calculation of the grade point average will be made until the *I* has been changed to another grade. Thus, the *I* grade is not included in the calculation of the GPA at the end of each semester. Students with two or more incomplete grades for a term, academic status will be deferred until the end of the first nine weeks of the next enrollment.

An Incomplete not removed within a year (fall, spring, summer terms) will automatically become a grade of "F". Being in residence will no longer be a requirement for completing the necessary work. All students will follow the last day for instructors to remove an incomplete grade as published in the Academic Calendar for each semester.

Each Incomplete Grade Change Form must be accompanied by an Incomplete Grade Contract. The form for an Incomplete Contract is available on the WEB or from the Registrars Office. **Effective Term**: **Fall, 2007.**

PASS-FAIL GRADES

Juniors and seniors may elect to take one course each semester for a total of four courses on a Pass-Fail basis, providing those courses are free electives outside of their major curriculum. The only grades assigned will be P (Passing) and F (Failing), and will not affect the grade point average. A student who earns a P will receive credit hours for graduation.

Students electing the option must have the written approval of the departmental chair and/or dean. The option may not be elected or revoked after the last date for withdrawing from a course without penalty.

CHANGE IN GRADE

Any changes in grades must be submitted within six weeks following the beginning of the Fall or Spring semester whether the student is enrolled or not. The Instructor's Grade Book should be submitted to the Department Chair or Dean when the Grade Change Request Form is submitted for approval.

1. The final date for changes in grades for each semester or sum mer term will be published in the University Calendar
2. Grades submitted by Instructors after the deadline must be ac companied by a written explanation why the grade is late.
3. Instructors must submit grade changes to department chairs on or before the date published in the University Calendar.
4. Criteria that will allow a student to receive a Change of Grade after the published deadline are:
   a. demonstration of extenuating circumstances
   b. documentation to show that a grade was assigned in a malicious, capricious, erroneous or an arbitrary manner.
5. Each grade change must be signed by the instructor, Department Chair, Dean of School, Vice President of Academic Affairs, and the Registrar.

Only in limited and approved circumstances will grade changes be processed beyond the period to change a grade by the University after the completion of a course. These changes will be considered up to one year after the grade change period for the course in question. After which, the grade is permanent and no change is permitted.

GRADE POINTS

Grade points are computed by multiplying the number of semester hour credits by four for courses in which a grade of A is earned, by three for a grade of B; by two for a grade of C; by one for a grade of D. No grade points are given for grades of F, UF, and WF. Grades of UF and WF are computed as F. No credit is given for a grade of I.

Grade	Hours Attempted	Hours Earned	Hours Quality	Grade Points
B	3	3	3	9
B	3	3	3	9
C	4	4	4	8
C	3	3	3	6
F	3	0	3	0
B	1	1	1	3
	17	14	17	35

The grade point average for the computation above is 2.059, slightly greater than a C. This is obtained by dividing total grade points earned (35) by quality hours pursued (17).

Credit for work done at other institutions is not used in computing the grade point average.

CLASSIFICATION OF STUDENTS

Classification of students is based on the total number of semester credits earned and transfer credits accepted for transfer students:

Freshman - twenty-nine semester hour credits or less
Sophomore- thirty semester hour credits,
Junior - sixty semester hour credits, and
Senior - ninety semester hour credits.

SENIOR CITIZENS

Every matriculated student at the University who is 60 years of age or older and a citizen of the State of South Carolina may take credit courses on a space available basis without paying tuition. After completion of the admission process, a Senior Citizen form may be obtained from the Registrars Office or the Web.

TRANSFER CREDIT

The Office of Admissions and Recruitment will make every effort to evaluate the transcripts of transfer students prior to their matriculation at South Carolina State University. However, in the event student transcripts are not evaluated prior to the student registering for classes, their departmental chair will be provided with a copy of their transcripts for advising purposes. The transcripts for transfer students not evaluated prior to registration will be evaluated by the end of the first semester of enrollment.

Evaluated transcripts will be forwarded to the chair of the department in which the student is to be enrolled.

A student accepted for transfer from a non-accredited institution must complete thirty hours in residence before a determination of status is made. Credit will be awarded for transfer courses only if the student has maintained the required GPA for remaining in the University, without probation. The required GPA is to be determined by adding thirty hours completed at the University to the total hours approved for transfer. The student has only one opportunity to attain the required GPA, otherwise credit will not be accepted. It is the responsibility of the student to report to the Registrar's Off-ice after completing thirty hours for a decision of the acceptance of transfer credit.

Credit for work completed at other institutions by a regular University student will not be accepted for transfer if the student has previously been enrolled in an equivalent course at the University. Credit for other courses will be accepted only under the following conditions: each course is to be approved in advance by the departmental chair or the dean of the school concerned and such approval must be filed in writing with the Registrar's Office; and each course is passed with a grade adequate for transfer purposes.

Credits earned while students are on academic suspension from the University cannot be applied toward a degree or used in improving their grade point average.

Students transferring from technical and junior colleges to the Business programs must meet the following conditions:

1. Courses presented for transfer in the major area will not be accepted if they are offered at South Carolina State University in the junior or senior year. However, students may petition for the acceptance of credit for junior level courses;
2. Credits accepted for transfer in business must be validated by making at least a grade of C in a subsequent course. Therefore, the last course in a sequence will not be accepted for transfer, though it may be a sophomore level course. However, sophomore level courses for which there is no sequel can be accepted for transfer without validation;
3. If a grade of D or F is made in an attempt to validate a course, the original transfer course becomes unacceptable, and the student must retake both courses; and
4. Validation of courses must be C or above.

CORRESPONDENCE COURSES

A maximum of thirty semester hours in correspondence courses from a regionally accredited institution may be accepted toward partial fulfillment of the requirements for the baccalaureate degree; not more than twelve semester hours will be accepted in a given subject.

EXAMINATIONS

Regular examinations are held at the close of each semester. See Final Examination Schedule in the Schedule of Classes and Campus Guide for each semester.

Course Examinations

The results of course examinations are given at the end of each term.

Reexaminations

Reexaminations for the purpose of removing a failure or raising a grade are not permitted. Reexamination is not permitted for failure of the English Proficiency Examination. Students failing the English Proficiency Examination must enroll in English (Functional Grammar).

Deferred Examinations

A student with excused absences from examinations in one semester shall have the privilege of deferred or special examinations and must take the deferred examinations within the first nine weeks of the succeeding semester in which the student is in residence, provided the examination is taken at the convenience of the professor. If an examination is not taken within the first nine weeks of the succeeding semester in which the student is in residence, the incomplete grade automatically becomes an "F".

CREDIT BY EXAMINATION

Credit by examination policies and procedures are designed to provide those undergraduate students who have acquired special skills or competencies through previous educational and/or work experiences are given the opportunity to exempt a course, or courses, requiring demonstration of those skills and competencies.

Therefore, all undergraduate digressing students who are in good standing after having earned a minimum of twelve hours at South Carolina State University, and who feel that they have the requisite knowledge, skills and competencies may petition to receive credit by examination.

To obtain information regarding pertinent policies and procedures and credit by examination, students should consult their academic advisor and the chair of the department which offers the course(s) concerned, respectively. Credit by Examination forms may be obtained from the Registrar's Office. (See Student Handbook for further details.)

ACADEMIC ASSESSMENT

In an effort to assess and improve program quality, South Carolina State University must periodically measure student attitudes and academic proficiencies. To that end, the University requires as a condition for graduation that every student participate in the evaluative program of the University which includes examinations in general education and in the student's major field of study. The resulting data will be used by the University to improve the quality of its

instructional programs as well as the quality of student life on campus.

CLASS ATTENDANCE POLICIES

1. No unexcused absences (except extenuating circumstance) are allowed for students on probation or who, because of poor scholastic, are restricted to a maximum of fifteen (15) credit hours per semester.
2. Students will be allowed as many absences as the course has credit hours.
3. Students who have excessive absentees will present their reasons for being absent to the instructor in charge of the class and the instructor will make the decision as to whether or not the reason is acceptable.
4. Medical excuses will be issued through Health Services (Brooks Health Center) only.
5. Excuses that are required because of official University representation will be submitted, for approval, to the Vice President for Academic Affairs.
6. All requests for excused absences must be in the Office of Student Affairs within 24 hours, upon the return of the student.
7. The instructor will keep an accurate record of class attendance.
8. During the first week of each semester or summer, instructors will notify each class of the attendance policy, emphasizing what constitutes excessive absences and the penalty.

GRADE APPEAL PROCESS

Basis For Appeal

A student may appeal a course grade if the student has evidence that the grade was assigned in a malicious, capricious, erroneous, or arbitrary manner. The steps in the Student Handbook provide a guideline for the appeals process. All persons concerned with this process should make every attempt to adhere to the approximate time schedule outlined in the following description of the appeals process. No appeal will be entertained more than one year following the date the grade was assigned. (See Student Handbook for further details.)

GRADE REPORTS

A report of mid semester progress will be given to students by each instructor. Mid Term and final grades are available to students via the web. Grades are not mailed to students.

DEAN'S LIST AND HONOR ROLL

The Dean's List contains the names of those students who, in the preceding semester, have attained the grade point average of 3.50 on all courses for which enrolled (minimum twelve semester hours).

The Honor Roll contains the names of those students who, in the preceding semester, have attained a grade point average of 3.00 on all courses for which enrolled (minimum twelve semester hours).

GRADUATION WITH HONORS

Degree candidates whose scholastic performance reflects high achievement in all their university courses through the senior year, may graduate with distinction designated as:

1. **Summa Cum Laude**: Grade Point Average of 3.75 or above.
2. **Magna Cum Laude**: Grade Point Average of 3.50 through 3.74
3. **Cum Laude**: Grade Point Average of 3.00 through 3.49

Transfer students who enter with advanced standing and who have completed a minimum of **sixty (60) hours** at South Carolina State University are eligible for graduation with Magna Cum Laude and Cum Laude honors only. Cumulative GPAs are based solely on course work completed at SCSU. **Effective Term: Fall 2006.**

SCHOLASTIC ELIGIBILITY STANDARDS

Grade point calculation for academic status shall be made at the end of each term. All students enrolled for three (3) or more hours are subject to academic warning, probation, suspension, and dismissal regulations except High School and Transient Students. Students who have been out of school for one or more semesters will be governed by Academic Regulations, Grade Point Averages, and Curriculum Changes as outlined in the current catalog.

MINIMUM GRADE POINT AVERAGES

Cumulative Quality Hours	Minimum GPA to Remain in the University ON PROBATION	Minimum GPA Without Probation
3-39	1.40	1.59
40-59	1.60	1.89
60-99	1.90	1.99
100 and above		2.00

Grade point calculations shall include only work pursued at South Carolina State University but total semester hours earned shall include all college level work wherever taken. Accepted Transfer credits plus Quality Hours are used to determine academic status for Transfer Students.

STATUS OF ACADEMIC PROBATION

1. Students on academic probation are ineligible to hold elective positions or to represent the University in any official capacity.
2. Students on probation shall not be permitted to pursue more than fifteen academic hours per semester (nine hours during summer) during the regular academic year.
3. Students on academic probation are eligible for summer school enrollment.
4. Students in a probationary status remain eligible for financial aid.

REMOVAL OF ACADEMIC PROBATION

Students who are on probation may remain at the University and take **a maximum of fifteen semester hours during the regular term and nine hours during the summer term**. If students do not remove probationary status, after three consecutive semesters, they will be dropped from the University for poor scholarship. In order to continue on probation, a student must earn a semester grade point aver-

age of 2.00 at the end of the second semester probation or the student will be subject to academic suspension or dismissal.

ACADEMIC WARNING

A new student who does not meet minimum requirements for remaining at the University will be placed on Academic Warning after the first semester and/or summer of the first academic year (summer - if and only if matriculation begins summer prior to the first semester the student enrolls at the University). The student is allowed to continue enrollment the next semester and summer term.

ACADEMIC SUSPENSION

Students are suspended based on one of the reasons below:

1. Probationary status is for a maximum of three (3) consecutive semesters. At the end of the second semester of probation, a student must earn a semester GPA of 2.0. If the student does not earn a 2.0 semester GPA, the student will be suspended or dismissed from the University. The student who attains the 2.0 at the end of the second semester continues on probation and must achieve the minimum cumulative grade point average for remaining at the University;
2. If the minimum grade point average required for remaining at the University is not maintained (*see minimum Grade Point Averages*) the student will be suspended for one semester.

A new student who does not meet minimum requirements for remaining at the University the second semester of the first academic year will be placed on Academic Suspension. All students on academic suspension are eligible to attend summer school.

ACADEMIC DISMISSAL (Required to Withdraw)

Students who fail to maintain the minimum GPA twice or more during their academic tenure will be dismissed from the University. Students on academic dismissal are not eligible to attend summer school without petitioning the Academic Review Board.

ACADEMIC APPEAL (*Academic Review Board*)

Readmission of Suspended Student

A student who is suspended may not continue studies during the semester immediately following the semester in which the failure occurred. The student is eligible for readmission after the punitive period without petitioning the Academic Review Board, or present documented evidence of extenuating circumstance which may warrant a review by the Academic Review Board for an earlier readmission.

Readmission of Dismissed Student

After one semester following academic dismissal (excluding summer school), a student must petition the Academic Review Board for readmission. However, a student may present documented evidence of extenuating circumstance which may warrant a review by the Academic Review Board for an earlier readmission.

Academic Review Board Readmission Guidelines

Students readmitted by the Academic Review Board must adhere to the following guidelines for continuous enrollment:

1. Adhere to mandatory advisement.
2. Repeat appropriate courses as determined by advisors and register for no more than 15 hours.
3. Use services of the Counseling and Self Development Center and the Student Success and Retention Program.
4. Clear academic status; or
   Earn a semester GPA of 2.00.

Failure to achieve Number Four may result in permanent dismissal. Academic Petition forms are available in the Registrar's Office.

Academic Review Board Appeal Procedures

Students appealing to the Academic Review Board must do the following:

1. Satisfy the punitive period before petitioning the Academic Review Board or present documented evidence of extenuating circumstances which may warrant an early review for readmission.
2. Obtain an Academic Petition Form from the Registrar's Office.
3. Complete Part I of the Academic Petition Form and attach supporting documentation such as support letters, medical statements, obituaries, etc., as necessary.
4. Request an appointment with department chair/advisor for review of academic status, and approval of petition.
5. Submit petition to the Registrar's Office on or before the 15th of April, July or November.
6. Return Academic Petition Form to:
   Office of the Registrar
   South Carolina State University
   2nd Floor Moss Hall
   Post Office Box 8104
   Orangeburg, South Carolina 29117-0001

The Academic Review Board meets three times yearly - during the last week of April, July, and November or the first week in the respective month. Contact the Registrar's Office at (803) 536-8405 for information on possible call meetings.

SUGGESTIONS FOR AVOIDING PROBATION, SUSPENSION OR DISMISSAL

In view of the penalties associated with not maintaining good academic standing, it is vital that students accept the responsibility for their academic welfare and attempt to rectify their academic deficiencies before faced with suspension or dismissal. These are examples of the appropriate actions students can take:

1. Contact Departmental Chairs for information on course selections, on changing majors, and on proper procedures for withdrawal from courses and for other academic counseling;
2. Reduce the number of hours carried each semester;
3. Do not enroll voluntarily until employment, health, or personal problems are resolved;
4. Repeat courses immediately when necessary;
5. Take prerequisites as required;

6. Contact the Counseling and Self Development Center to make use of its various services, and the Office of Student Success and Retention for information on academic advising and tutorial services.
7. Check with instructors and advisors on a regular basis throughout the semester..

SPECIAL REQUIREMENTS FOR STUDENT ATHLETES

Student athletes participating in intercollegiate sports under the provisions of the National Collegiate Athletic Association (NCAA) and the Mid-Eastern Athletic Conference (MEAC) must fulfill the NCAA academic satisfactory progress requirements in addition to the University's Scholastic Eligibility Standards for certification of eligibility to participate in intercollegiate sports.

TRANSCRIPTS OF RECORDS

Academic records and applications for admissions on all students are maintained permanently on microfilm after a student's separation from the University. All other individual documents collected on students during enrollment at the University are disposed of in accordance with the retention schedule of the institution.

All requests for transcripts of student records should be addressed to the Registrar's Office. Transcripts are $3 per copy-official and unofficial and faxed copy of transcript is $5 per copy.

Official transcripts of a student's record will be sent to properly authorized individuals, agencies, and institutions.

A transcript sent to a student or graduate will be stamped "Issued to Student" in bold letters and will not bear the university seal.

All failures, repeated courses, incomplete grades, or penalties such as probation, suspension or other restrictions will be shown on transcripts.

No transcript will show any detailed statement of the work completed at any other college or university.

Identification is required when requesting a transcript. No transcripts will be released to or for anyone except the student, unless officially requested in writing by the student.

ENROLLMENT VERIFICATION

Verification of enrollment is based upon the total number of credit hours for which a student is officially registered at the time of the verification request. Beginning and ending dates reported in enrollment verification conform to the official SCSU Academic Calendar dates for the term requested.

INDEBTEDNESS

No degree will be conferred on nor any diploma or transcript or grades issued to any student who has not made satisfactory settlement of all financial obligations to the University.

CHANGE OF NAME AND ADDRESS

It is the obligation of every student to notify the Registrar's Office of any changes in name or address. Failure to do so can cause serious delays in the handling of student records and in notification of emergencies at home. When a change of name is requested, the student must present proof to justify the change.
Please make address changes via Bulldog Online at www.scsu.edu.

ADVISORS

Every new student is assigned a faculty advisor. The advisor is responsible for the academic counseling of the student and guidance of the student for the registration period each semester. Students have the ultimate responsibility for completing academic requirements as outlined in the University Catalog. Advisors are available to assist students, however, the responsibility for completing curriculum requirements as outlined in the catalog remains with the students.

ACADEMIC BANKRUPTCY POLICY (Academic Forgiveness)

Under specific conditions, formerly enrolled degree seeking students who have not been in attendance at South Carolina State University or any other college or university for a period of four consecutive calendar years, may, upon making application for readmission, declare academic bankruptcy. All college level work done prior to readmission would be eliminated from computation in the grade point average. The courses, however, will not be removed from the students' transcript. Academic Bankruptcy can be granted only by the Academic Review Board or the Registrar's Office. Readmission will be on probation as stipulated by the University. (See the Student Handbook for further details.)

REQUIREMENTS FOR PETITIONING ACADEMIC BANKRUPTCY

1. Submit an application for readmission.
2. Submit three letters of recommendation.
3. Signed petition of academic bankruptcy.
4. Personal interview with the Registrar's Office.
5. Upon readmission.
   a. The words 'Academic Bankruptcy Declared' will be inscribed on transcript immediately below previously earned credits.
   b. Will not be eligible for academic honors.

POLICY ON ACADEMIC DISHONESTY

At the beginning of the fall semester, students receive a current copy of Dates & Data (Student Handbook) which contains the policy on Academic Dishonesty. Students should familiarize themselves with the complete regulation. New students entering the spring semester receive copies of Dates & Data in January.

CONFIDENTIALITY OF STUDENT RECORDS ANNUAL NOTICE TO STUDENTS

Annually, South Carolina State University informs students of the Family Educational Rights and Privacy Act of 1974. This act, with which the institution intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide

guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the Institution to comply with the act.

Copies of institutional policy explaining the procedures to be used for compliance with the provisions of the act can be found in the Registrar's Office and the Office of Student Services. This policy is also printed in the Student Handbook.

Questions concerning the Family Education Rights and Privacy Act may be referred to the Registrar's Office and the Office of Student Services.

ENGLISH FLUENCY POLICY

In order to "ensure that the instructional faculty whose second language is English possess adequate proficiency in both the written and spoken English language." South Carolina State University has taken the following actions:

A. Amended the Recruitment and Selection of Faculty Policy (Faculty Handbook, 1991, p.9). Section six now contains the following statements:

   "In the event the candidate is a foreign national, students and/or staff must be included in the interview process. Students/staff will be asked to assess the candidate's proficiency in oral communication. In addition, the candidate will be asked to write a short essay on a subject to be determined by the department chair. The chair and the dean shall evaluate the writing sample which is to be submitted along with the employment checklist.

B. Modified the course evaluation form, which is used by all students to evaluate all courses in which they are enrolled, to include a question pertaining to each instructor's proficiency in oral communications. Chairs will then identify problem areas and counsel faculty with communicative difficulties to take advantage of the College's language remediation opportunities.

C. Established an English Fluency Grievance Procedure. The English Fluency Grievance Procedure is designed to provide a remedy for students who enroll in classes instructed by faculty with excessive English language difficulties.

Procedures

1. Any student who feels that he/she is unable to understand the spoken English of a particular instructor may petition in writing the Dean of the College in which the instructor works to convene an ad hoc English Fluency Grievance Committee for the purpose of investigating the student's complaint.
2. Such a petition must be filed by the end of the third week of classes.
3. The Dean may do a preliminary investigation and attempt to address the complaint informally.
4. If this does not result in a satisfactory resolution to the student, the Dean shall convene the Committee. The Committee shall be comprised of three faculty members from the College involved, three undergraduate students from the same College and one Speech Arts faculty member.
5. The Committee shall conduct an investigation/ hearing to determine the instructor's relative proficiency in oral communication. This investigation may include audio/video tapes of the instructor's class.
6. By majority vote, the committee shall communicate its findings and recommendations to the dean of the College for implementation.
7. Should the Committee recommend some type of language remediation for the instructor, the Dean should arrange for such remediation with the Chair of the Department of English and Modern Languages who shall be responsible for developing and coordinating all "English as a Second Language" remediation.

ENGLISH AS A SECOND LANGUAGE REMEDIATION OPPORTUNITIES/ STRATEGIES

If the Dean or the English Fluency Grievance Committee determines that an instructor has a fluency (written or oral) problem sufficiently serious to disrupt the learning process, that instructor will be referred to the Chairperson of the Department of English and Modern Languages who is responsible for coordinating all remediation activities. The Chairperson, in consultation with members of the faculty who have expertise in this area, will recommend a program of remediation which may involve:

a. A Self-Improvement Plan proposed by the faculty member who has fluency deficiencies.
b. A Formal/Informal Fluency Course/Seminar. Attendance would be mandatory.
c. Peer-Mentoring Approach which would entail assigning a faculty member with expertise in "English as a Second Language" to work one-on-one with the faculty who has fluency deficiencies.

Regardless of the approach taken, it shall be the responsibility of the Dean, in conjunction with the Chairperson of the Department of English and Modern Languages (or his designee), to monitor the progress of the faculty member in question. This may involve classroom visitations, reviewing audio/video tapes of the class, interviews with students, etc. At the end of the remediation activity, a final report will be submitted by the Chairperson of the Department of English and Modern Languages (or his designee) to the Dean.

VETERANS AFFAIRS

Veterans Services Eligibility Policy

Institutions of higher learning having students enrolled who are pursuing an educational objective and receiving educational assistance from the Veterans Administration under the provisions of Chapters 30, 31, 32, 35, or 106, Title 38, United States Code, are required by Federal VA Regulations to set standards of progress and submit them to the License Division of the South Carolina Commission on Higher Education for approval. The standards of progress are:

- Grading System
- Probationary period
- Conditions for dismissal and re-entry
- Conduct of students and circumstances for dismissal
- Records kept by the school

- Attendance policy

Academic standards of progress and attendance are covered under school standards of progress as specified by the South Carolina State Approving Agency (SSA) and required by the US Department of Veteran Affairs (DVA). The South Carolina State University (SCSU) Office of Veteran Services can be reached at 536-8494.

VA Policies and Procedures
Veteran Benefits

The following policies and procedures are of primary concern to veterans and other eligible persons who receive veterans benefits, collectively referred to in the text as "veteran".

Enrollment Certification

Certification by South Carolina State University 'VA Certifying Official in the Office Of Veterans Affairs is required for eligible students who wish to receive VA educational assistance checks. Students must initiate their own requests for enrollment certification, as the Certifying Official will process certifications and other forms to the VA only for those students who have made such a request and completed the necessary paperwork.

Normally, the VA requires that eligible students must have completed full University admissions requirements and matriculation into degree seeking status before they may receive VA educational benefits. However, those students admitted as "Provisional", "Military Special", "Transient" or students enrolling for prerequisite courses required for admission into a professional degree program or college, may request VA certification if they provide appropriate documentation. VA students in these categories should contact the Veterans Affairs Office for details. Only the federal VA has the final authority to award benefits to students in such admissions categories.

All VA students who have earned college credits at another school, or in another South Carolina State University degree program, are required to provide the Office of Veterans Affairs with a transfer credit evaluation from their academic department. The VA generally pays such a student for one semester only pending receipt of the amount of "prior credit" applied to their current degree program.

Students can best ensure receipt of benefits by informing the Veterans Affairs Office of their intent to register for classes and by supplying the number of credit hours for which they enroll each semester. Eligible VA students may request certification on an annual basis, and should recertify for each new academic year at least 45 days in advance. However, pursuant to federal law, VA students who are enrolled less than one half time must request certification on a semester - by - semester basis.

Normally, VA payments may be made only for those courses that are required by the academic department for the student's current degree program. All students receiving educational assistance checks from the VA are responsible for notifying the Veterans Affairs Office of any changes in their degree program and/or course load during the semester, to include drop/add, withdrawal, audit status, invoking pass/fail option in a course, or enrollment in any Distance Education course, independent study, internship or practicum courses.

Procedures
Academic Probation

Veterans academically suspended from another school cannot be certified for benefits at South Carolina State University until they have received counseling from the DVA Regional Office. Veterans placed on academic suspension at South Carolina State University, and later readmitted after suspension term(s), may be certified for benefits based on the evidence presented by the students and their academic departments that the cause of the prior unsatisfactory academic progress has been removed and a more favorable condition for satisfactory academic progress now exists. The DVA has the final decision regarding resumption of payments to the students.

Audited Courses

The DVA will not pay for courses that are audited. Payment of benefits will be based upon the number of credit hours for which a student is fully enrolled for credit toward his/her degree program.

Correspondence Courses

Veterans taking correspondence courses for credit toward graduation requirements in their degree program may be certified for payment with documentation from their academic advisor that the courses are requirements for graduation. Payment will be reimbursement of tuition only for a semester in which students enroll only in courses via correspondence. However, students taking classroom courses in conjunction with correspondence courses might receive monthly DVA payments, depending on their training time. Specific information may be obtained from the Veterans Affairs Office.

Dropping A Course

Veterans who drop a course, resulting in a reduction in DVA training time (i.e. full-time to 3/4 time, etc.), should promptly report the reduction to the Veterans Affairs Office. A drop after 30 days from the beginning of the semester will create an overpayment of benefits computed from the first day of the semester if the drop results in a grade of "W". Veterans or dependants of veterans who drop a course unofficially will automatically receive a grade of "F" for the course. The DVA will take into consideration any mitigating reasons causing the student to drop the course. Veteran students should report any mitigating circumstances to the Veterans Affairs Office or the DVA Regional Office.

ETV Courses

Policy for open circuit ETV courses is the same as for correspondence courses (see above). Closed circuit ETV courses are considered the same as classroom courses for DVA payment.

Excessive Credit Hours

Veterans must enroll only in courses specified for their degree program, and applied electives, up to the number of elective credits required in their degree program.

Independent Courses

Veterans must comply with the Directed Independent Study guidelines to take independent courses.

Internship Courses

Prior to enrollment in any internship course, veterans should check with the Veterans Affairs Office and make certain the internship course has been approved for DVA payments. Most internships offered at the University are approved for DVA payment; however, some have been disapproved, and some require submission for individual approval each time a veteran enrolls.

Non-Attendance

DVA educational benefits are paid to students maintaining satisfactory attendance by school standards. A professor's or instructor's report of a DVA student's excessive absences in a class, or cessation of attendance without a formal withdrawal or drop transaction, will probably result in an overpayment of benefits to the student.

Non-Degree Students

Special non-degree students may be eligible for DVA payments for the equivalent of two full SCSU semesters provided these students are in the process of making full application to a degree program and are enrolled in courses required for graduation in that degree program.

Transient students, or those taking prerequisites for admission to a professional school or graduate program, may not be limited to a two semester equivalent number of courses, but may be paid only for courses specified by their parent institution or professional school or graduate program.

Proper documentation will be required for all students in these categories before the Office of Veterans Affairs will certify for DVA payment (contact the Office of Veterans Affairs at 536-8494 for details). The US Department of Veterans Affairs will make the final decision regarding payment.

Overpayment

Any overpayment of benefits must be returned or reimbursed to the DVA. The student is responsible for maintaining up-to-date paperwork in the Veterans Affairs Office so that overpayments do not occur.

Pass/Fail

Students taking the pass/fail option in a course must provide proof from their academic department that the pass/fail course(s) are required for them to meet graduation requirements in their degree program. However, students who fail a pass/fail course after submitting documentation and receiving payment for the course may be charged with an overpayment of DVA benefits for that course.

Practicum Courses

Policy for practicum courses is the same as for Internship Course (*see above*).

Repeating Courses

Veterans may repeat a course required for graduation in their degree program if they fail the course and a passing grade is required for them to graduate.

Program Change

Veterans who have received benefits in one program and enroll in a new degree program must provide proof of acceptance into the new program and their transfer credit evaluation form from their academic department before they visit the Veterans Affairs Office to complete the necessary forms to change their degree program with the DVA. Veterans are entitled to one program change by law; a second change requires DVA counseling and approval. Dependents are required to have DVA counseling for each program change.

Teacher Certification

Veterans may request DVA payment for courses required for State Department of Education certification in teaching, administration. and guidance. Students must provide a copy of their certification worksheet from the State Department of Education. Payment from the DVA will be limited to specific courses required for the student to be certified in their field.

Transfer Credit

Transfer credit hours accepted by SCSU from all prior college attendance should be turned into the Veterans Affairs Office within the student's first semester at SCSU. The DVA could suspend payment of benefits pending receipt of the amount of prior credit accepted by SCSU from the student's previous attendance.

Withdrawal From School

Veterans must follow the University-Wide policy for withdrawal from school.

Student Responsibility

Veterans are responsible for making certain they are certified by the DVA each semester they enroll. The Veterans Affairs Office does not automatically certify students for benefit payments. Students should complete a Certification Request Form at the University Veterans Affairs Office for each semester they enroll at the University.

A statement of responsibility to notify the Veterans Affairs Office of any change in enrollment appears on the Request for Certification Form, which veterans complete with each new enrollment certification period. This statement reads: "The information I have provided on this form is true. I acknowledge that it is my responsibility to notify the SCSU Veterans Affairs Office of any changes in my degree program and projected credit hours schedule to include drops or withdrawal." A student's notification to the campus Veterans Affairs Office of any reduction in credit hour load via drop, withdrawal, audit or pass/fail option invoked should be in the form of a letter or an office visit.

(NOTE: Any student who reduces credit hour load by drop, withdrawal, audit, pass/fail option is required to first follow the University's formal procedure for taking such action prior to notifying theUniversity DVA office.)

For a complete review of all approved School Standards of Progress or any other veteran related policies, procedures, and regulations, please contact the Veterans Affairs Office at (803) 536-8494.

DEGREES AND CURRICULA

GENERAL REQUIREMENTS FOR UNDERGRADUATE DEGREES

GENERAL EDUCATION PROGRAM

Introduction

The General Education Curriculum supports the Universitys mission to prepare highly skilled, competent, economically and socially aware graduates to meet lifes challenges and demands, and enables them to work and live productively in a dynamic, global society. The vision of the General Education Curriculum is to promote the transformation of faculty and students into a cohesive academic community. Interdisciplinary experiences include communications, reasoning, technology, and cultural awareness.

Philosophy

The University faculty believes this vision reflects the essence of South Carolina State Universitys Philosophy of Education. Therefore, the General Education Curriculum:

- offers students an integrated, common body of knowledge that is timely, relevant, and responsive to change.
- provides students with a foundation for lifelong learning and guides them in realizing their potential as individuals and contributing participants in society.
- Presents basic knowledge and skills which prepare students to exercise various processes of thought.
- Promotes students awareness of the diversity and interdependence of individuals and groups of individuals, with special emphasis on the contributions of African Americans.
- Enhances students awareness of the individuals and societys relationships to the natural environment.
- Broadens students awareness of issues related to ethical thought and behavior.

In support of the philosophy, the General Education Curriculum provides integrated learning experiences designed to achieve the following goals:

* **Comprehension and Communication**: To enhance students' abilities to comprehend and communicate what has been learned.
* **Reasoning and Independent Thought**: To enhance students' awareness of and appreciation for the interconnections among the specialized areas of knowledge encompassed by disciplines and programs.
* **Personal Values, Ethics, Social Responsibility and Community Service**: To develop students' awareness of and appreciation for the relationships among personal, societal, and global values, attitudes, and beliefs.
* **Quantitative Reasoning**. To enhance students' abilities to think logically, draw conclusions, and make inferences quantitatively.
* **Scientific and Technological Understanding**: To enhance students' familiarity with science and scientific inquiry, as well as the use of technology.
* **Humanities**: To enhance students' appreciation of music, literature, and the fine arts.
* **Political, Environmental and Economic Systems**: To enhance students' understanding of past, present and future global political, environmental and economic systems.
* **Personal Wellness**: To enhance students' awareness of the impact of life choices on personal, social, and environmental health.
* **Cultural Awareness**: To improve cultural awareness by steeping students in knowledge of their own culture while exposing them to other cultures, with special emphasis on African American's contributions.

CURRICULUM MODEL

Consistent with its mission, South Carolina State University's General Education Curriculum is guided by the theme: **"The Graduate as a Cognitive, Cultural, Social, Technologically Proficient, and Conscientious Contributor to the Global Community."** This theme embraces the conceptual ideal of the General Education Curriculum (GEC) as the foundation of an ascending spiral of intellectual, cultural, social, and ethical growth, which produces graduates who are capable of participating in the dynamics of a rapidly evolving, highly technological, and global society.

The development and incorporation of the essential habits of mind and academic dispositions that ensure graduates who are effective citizens in our global society are central to the GEC theme/model, which encompasses traditional literacy, technological proficiency, critical/cognitive processes, cultural appreciation of diversity, international awareness, ethical conscientiousness, integration of knowledge, and the possibility and capability to provide meaningful contributions to the global community.

The GEC model depicts the world surrounded by a spiral, with tiers representing the various disciplines that form the knowledge base for each student at the university. Since a person's perception and place in the world are shaped and informed by what s/he learns, the graphic is designed to reflect the interconnectedness of knowledge, the world, and growth. It is this interdisciplinary growth and ascension on the spiral that develops the students higher level thinking skills and prepares her/him as a self-sustaining contributor to society.

Each of the five adjectives employed in the theme that cradles the model describes the ideal product of the GEC offered by South Carolina State University. The GEC theme/model requires helping students develop systems of thought that support their life-long ability to access and appropriately process information in an increasingly technological world environment. The GEC theme/model encompasses developing in the broad disciplines presented sound methods of cognition and inquiry (i.e., *various heuristics*, *concept mapping*, *invention and brainstorming*) that cannot be divorced from cultural contexts that shape the nature of each student's experiences and ideals. Thus, cultural context provides social context and social consciousness. Social consciousness is an essential element for graduates who will be called upon to apply the complex technologies of our time (*and those of the future*) with proficiency and awareness of earth resources and environment in addition to sensitivity to the long-term impact of technological development upon this arena of this global community. Finally, the term conscientious describes the character of every student holding a degree from South Carolina State University while simultaneously embracing the ideas of the thoughtfulness, dedication, and ethical integrity which are crucial to world survival.

MEASURABLE OUTCOMES

The effectiveness of the General Education Curriculum in developing the skills and knowledge identified for all majors will be measured by a comprehensive set of general education assessment instruments. Using these assessment measures, all students will be assessed for the following four outcomes for which the GEC is designed to develop.

* First, the GEC Curriculum is designed to ensure that all students attain literacy-read with comprehension, write and think systematicallyand logically, and speak with clarity in a manner that is articulate and reflective of the educated.

* Second, the GEC Curriculum is designed to ensure that all gradu ates possess factual knowledge and conceptual understanding of the significance, impact and value of world art, history, culture, and humanities based disciplines to enhance their general awareness of world issued and the complexities of modem culture.

* Third, the GEC Curriculum is designed to ensure that all gradu ates possess quantitative knowledge of life related mathemat ics, sciences, economics, commerce and contemporary technologies.

* Fourth, the GEC Curriculum is designed to ensure that all graduatesare fully functional, self-reliant contributors to the evolving global culture in which they all must participate.

I. BASIC PROGRAM *(48 Semester Credit Hours)*

II. CURRICULUM COMPONENT

A. Orientation **(2 sch)**

UNIV 101 Introduction to theUniversity Community *(2sch)*

B. Communication Skills (9 sch)

1. English

E 150 & E 151 English Composition (E 101/102) *(6 sch)*

2. Speech ***select one of the following:*** *(3 sch)*

BA 311	Business Communications
S 150	Fundamentals of Speech Communications (S 103)
ET 250	Technical Communications
S 250	Public Speaking (S 205)

C. Humanities **(9sch)**

Fine Arts *select one* *(3 sch)*

A 250	Art Appreciation	
MU 250	Music Appreciation	
Drama 254	Introduction to Theatre	
E 250/251	World Literature	*(3 sch)*
H 250/251	World History	*(3 sch)*

D. Social and Behavioral Sciences **(6 sch)**

Sociology or Psychology—select *one* *(3 sch)*

Psy 250	General Psychology (Psy 201)
Epsy 250	Human Growth and Development (Epsy 204)
Soc 250	Introduction to Sociology (Soc 201)

Economics or Government—select *one (3 sch)*

Econ 250	Principles of Macroeconomics(Econ 201)
Econ 255	Survey of Economics (Econ 205)
ET 255	Engineering Economic Analysis (ET 205)
FCS 251	Consumer Economics and Resource Management (FCS 315)
PS 252	American Government (PS 202)

E. Quantitative Reasoning and Technological Understandings **(9 sch)**

Technology—select *one* *(3 sch)*

CS 150	Technology (CS 107)
CS 151	Computer Concepts (CS Ill)
MGT 216	Management Information Systems

Mathematics 150-154—select *one* *(3 sch)*

M 150/M	Quantitative Reasoning-Mathematics (M 102)150 C
M 151	Quantitative Reasoning Algebra (M103 and M105)
M 152	Quantitative Reasoning - Precalculus(M106 & M107)
M 153	Quantitative Reasoning - Calculus I (M203)
M 154	Quantitative Reasoning - Business Calculus (M211)
M 155	Introduction to Mathematical Modeling (3 sch)

F. Science **(8 sch)**

Select any two sciences with *lab*

BSC 150 plus BSC 151 and BSC 152 plus BSC 153 *(8 sch)*
Biological Sciences with lab
(BSC 120-121 and BSC 111-112

B 150 and B151 *(8 sch)*
General Zoology and Introductory Botany
(B 101 and B 103)

PSC 150 plus PSC 151 and PSC 152 plus PSC 153and PSC 203 plus PSC 153 *(8 sch)*
Physical Sciences with lab
(PSC 103-104 and PSC 113-114)

CSC 150 and CSC 152 *(8 sch)*
Chemical Science (CSC 101-102)

C 150 plus C 151 and C 152 plus C 153 *(8 sch)*
General Chemistry (C 103-104 and C 113-114)

P 250 plus P 25l and P 252 plus P253 *(8 sch)*
General Physics (P 201-202 and P 221-222)

P254 plus P25l and P255 plus P253 *(8 sch)*
P21 1-212 and P221-222

G Personal Wellness - *Select one* **(2 sch)**

PEA

PEV150	Physical Fitness—Tennis, Golf. etc. (PE 010-034)	*(2 sch)*
HED 151	Personal and Community Health (HED 101)	*(2 sch)*
MS 101	Introduction to ROTC	*(2 sch)*

H. Cultural Awareness: The African American Experience **(3sch)**

SW250	The African-Amer. Exp.: Pioneers in Social Welfare and Social Work	*(3 sch)*
MU250	The History of Black Music	*(3 sch)*
MU203	The History of Jazz	*(3 sch)*
E315	Black American Writers	*(3 sch)*
ETS250	African American History of Technology and Sciences	*(3 sch)*
HHU 250	The African American Experience	*(3 sch)*
H 315	African American History to 1865	*(3 sch)*
H 316	African American History from 1865	*(3 sch)*
BC 301	Afro-Americans in Broadcasting	*(3 sch)*
JOUR 205	Development of the Black Press in America	*(3 sch)*
PS 206	Black Politics	*(3 sch)*
EDHU 250	Black Issues and Historical Figure	*(3 sch)*
CJ 250	African American Experience in Criminal Justice	*(3 sch)*
FCS 250	African American Families	*(3 sch)*
HED 250	African American Health Issues	*(3 sch)*
ARTH 415	African American Art History	*(3 sch)*

COURSE OF STUDY

Students are expected to follow the academic program outlined in the curriculum of their department or college as closely as possible, particularly in the first two years when they are satisfying basic degree requirements and prerequisites for advanced work.

Students must pursue required courses in the prescribed sequence. Failure to do so may lead to future schedule difficulties and they may find that the subject for which they want to enroll is not available.

Students are responsible for the proper completion of their academic program, based upon the requirements stated in the University Catalog. The faculty advisor is available for counsel, but the responsibility remains with the student.

Under current regulations, students who fail to complete successfully all of their freshman requirements may not enroll in courses in his major field beyond the sophomore level. In the event students are ineligible to continue courses in their major field, they may, however, take electives until the deficiencies are removed. Students must register continuously for the required freshman and sophomore English courses until these have been completed.

COURSE SUBSTITUTION

Departmental chairs will permit substitution for an exemption from prescribed curricula only under unavoidable and exceptional circumstances. The request to waive curriculum requirements or to change curriculum requirements will begin with the departmental chair, then to the dean of the college and finally to the Vice-President for Academic Affairs. The request will be acted upon only after being forwarded to the Registrar's Office with the written approval of the Vice-President for Academic Affairs. Course substitution forms are available in the Registrar's Office.

GRADUATION

By vote of the faculty and the Board of Trustees, the bachelor's degree is conferred upon students who have completed all curricular requirements, paid all expenses to the Office of Finance and Management, and returned all books and equipment to the University. All graduating seniors must complete the Senior Exit Survey of the University prior to graduation. The courses completed must conform to the regulations governing the curriculum.

Change in Requirements

If the requirements for graduation are changed by department or college, students currently enrolled must meet these new requirements provided they do not necessitate taking courses below class levels or in excess of those normally required for graduation. Any exceptions to this regulation must be approved by the student's dean. A transfer student and a student returning after an absence of one or more semesters will be expected to meet the graduation requirements as specified in the current catalog.

Commencement Participation Policy

Students may march in the Commencement Ceremony if themeet one of the three criteria listed below:

Undergraduate Students

1. All degree requirements are completed including required examinations.
2. With all other degree requirements met, there are no more than 4 credits remaining for graduation completion
3. With all other degree requirements met, there are no more than 4 credits remaining for graduation completion and one proficiency requirement

Note: All teacher education majors must pass area required exams before being eligible to march.

Graduate Students

- ALL degree requirements must be completed to be eligible to march in the Commencement Ceremony

All Students

- Must clear the University Registrars Office, Accounts Receivable, Financial Aid, Whittaker Library, Campus Police and all other financial obligations
- Approved to march in the Commencement Ceremony under the criteria 2 or 3 above, must sign an Agreement of Commencement Participation in the Registrars Office before being allowed to march.

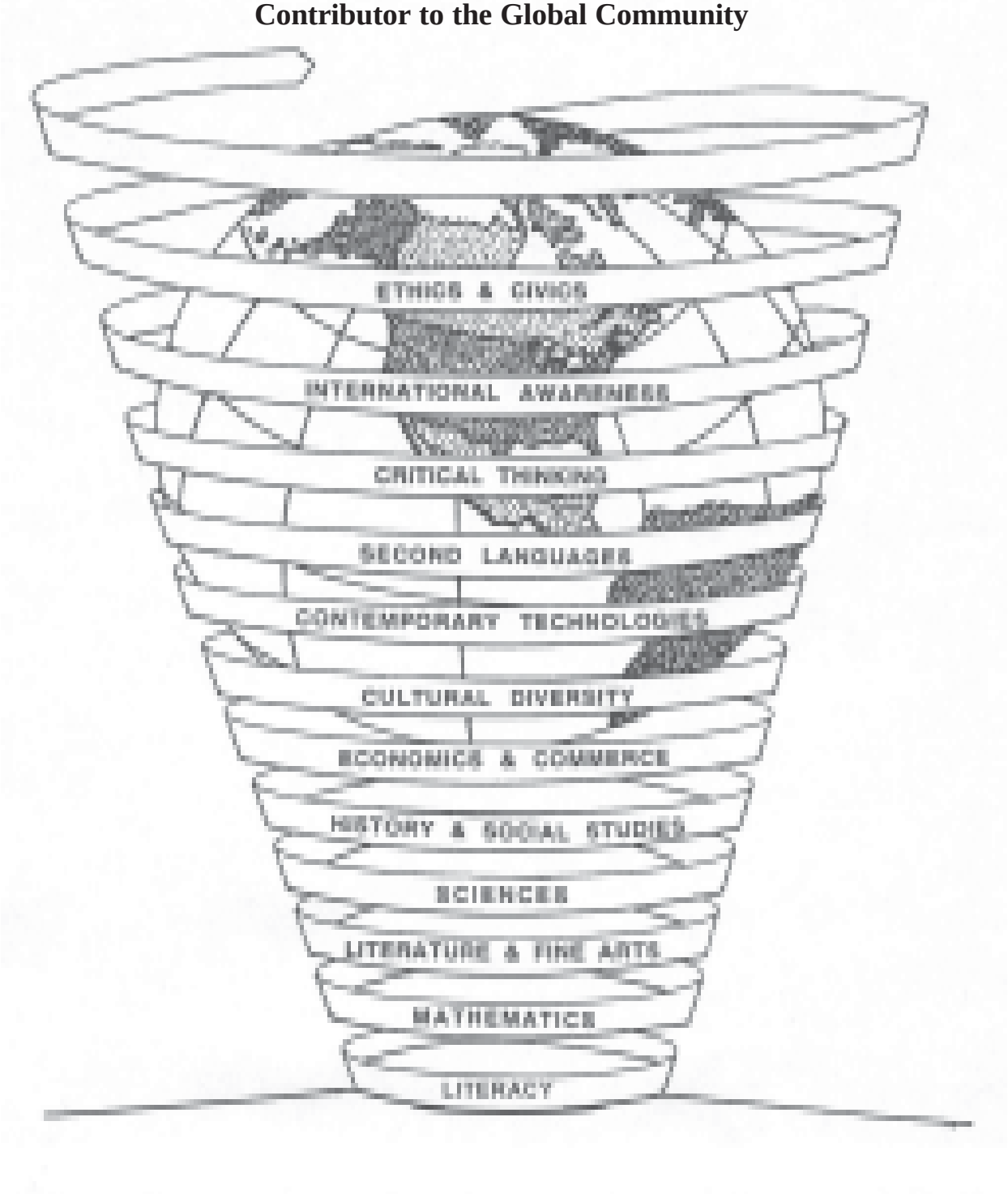
Effective Date: Fall 2006

Residence Requirements

A candidate for a degree must secure credits by regular class enrollment for the full work of one year (thirty semester hours) mmediately preceding graduation. These credits must be in courses approved by the college recommending the degree, and must be secured while in residence at South Carolina State University. The

South Carolina State University
General Education Curriculum Model
Academic Majors

The Graduate as a Cognitive, Cultural, Social, Technologically Proficient, Conscientious Contributor to the Global Community



The Graduate as a Cognitive, Cultural, Social, Technologically Proficient, Conscientious Contributor to the Global Community

residence requirement may be met by attendance at four consecutive summer terms at the University.

A student must complete a minimum of twenty-five percent (25%) of all degree requirements in residence. Of the last thirty semester hours, six may be completed at another institution with the approval of the chair.

Average

A student must have a grade point average of not less than 2.00 in order to be listed as a candidate for graduation. Under no circumstances will an average be rounded up to 2.00 to permit a student to graduate. A student graduating in a program which requires a GPA higher than 2.00 must obtain that GPA to graduate.

SECOND BACHELOR'S DEGREE

A student, who has already received one bachelor's degree from South Carolina State University, or from another college or university accredited for baccalaureate degrees by the appropriate regional accrediting association, may receive a second bachelor's degree at South Carolina State University.

To receive a second bachelor's degree

1. The student must be eligible for admission as a post baccalaureate student and meet all undergraduate admission requirements.
2. The student must complete a minimum of 25 percent of course work in residence with a minimum Grade Point Average of 2.00 or higher as curriculum requires. At least 18 credit hours must be upper division in the new major.
3. The student must fulfill all current requirements for the second degree, including but not limited to General Education, major, minor, courses, exams and foreign language if required by the major.
4. The student will be subject to all undergraduate academic policies and procedures.

DOUBLE MAJOR

Students may pursue two different majors at the University with prior approval of both departments and/or colleges with the completion of a minimum of thirty (30) semester hours above the requirements for the primary major. The following regulations will apply.

1. The student must be currently enrolled and in good standing;
2. The student must complete all course work for both majors;
3. There will be no compromise in quality by the use of cognates;
4. The degree will be awarded in the primary major only;
5. The transcript will list both primary and secondary majors;
6. Before submitting a request to pursue a double major, sixty (60) semester hours should be completed in the primary major with a minimum GPA of 2.50;
7. The approval must be filed with the Registrar's Office; and
8. Completion of a double major does not mean completion of two degrees.

APPLICATION FOR DEGREES

A candidate for any degree must make application for the degree with the Registrar's Office not later than the date set forth in the University calendar. The late period for filing is one week after the deadline set forth in the calendar. The application must be made in accordance with the date and year in which one expects to complete the degree. The University assumes no obligation if the student fails to file for graduation by this date.

Applying for graduation is a university requirement, and the application must be filed in the degree completion term. The date of graduation will be recorded for the term the application was filed.

If students fail to complete requirements for a degree during the term for which application was made, a new application must be filed. Failure to graduate during the May convocation requires that an application for graduation be resubmitted and an additional graduation fee paid.

Proficiency in Speech and Writing

The English Proficiency Examination

The mission of South Carolina State University is to train students to live and work in a global society. Toward that end, the University has established minimal competencies for the student population that it educates. One such competency is proficiency in the English language as measured by the SC State University English Proficiency Examination, which is given before the end of the second course in the freshman composition sequence (English 151). Those students who do not pass the English Proficiency Examination are required to take English 152, Practical English (3 credits) before taking English 250/251 (World Literature).

Any declared Education major who passes the writing portion of PRAXIS I before the end of E151 is exempt from taking the English Proficiency Examination. Thus, passing the writing component of the Praxis I, which tests grammar, usage, and writing, would fulfill the University's requirement of passing the English Proficiency Examination prior to graduation.

Soon after the administration of the examination, a report of the English Proficiency Results, listing students by department, is sent to all departments and the Office of the Registrar to become a part of the students' individual permanent records.

Courses and Degrees

All undergraduate curricula lead to the bachelor's degree. Students completing the curricula in liberal arts will receive the Bachelor of Arts degree. All other undergraduate curricula lead to the Bachelor of Science degree.

Courses identified as developmental/remedial cannot be counted as credit hours completed toward any degree. All credit hour courses

not identified as developmental/remedial are acceptable as required or elective credit toward degrees offered.

COMMENCEMENT CONVOCATION

All candidates for degrees are required to be present at the graduation convocation. Prior written approval must be granted from the President for graduation in absentia.

PROGRAM OFFERINGS

	Degrees Offered						Other Offerings	
Area of Study	**Bachelor's**	**Master's**	**Master of Education Option in Area(s)**	**Master of Arts in Teaching Option in Areas(s)**	**Specialist Doctoral**	**Graduate Certificate Program**	**Undergraduate Concentration**	**Undergraduate Minor**
Accounting	X							X
Agribusiness	X	X						X
Art, Studio	X							X
Ceramics/Sculpture							X	
Digital Media							X	
Printmaking							X	
Art Education	X							X
Biology	X							X
Environmental Science								X
Biology Education	X							
Business Administration								X
Business Economics	X							X
Business Education	X							
Chemistry	X							X
Environmental Science							X	
Graduate School/Industry							X	
Pre-Health Career							X	
Chemistry Education								
Civil Engineering Technology	X							
Energy Use & Conservation Technology								X
Computer Science	X							X
Counselor Education		X						
Elementary School Counseling								
Secondary School Counseling								
Criminal Justice	X							X
Drama	X							X
Drama Education	X							
Early Childhood Education	X		X	X				
Educational Administration					X*			
Elementary Principal								
Secondary Principal								
District Superintendent								
Electrical Engineering Technology	X							
Electrical Engineering Technology & Physics	X							
Elementary Education	X			X				
English	X							X
Print Journalism								X
Radio Broadcasting								X
English Education	X		X*	X				
Environmental Monitoring and Restoration (Post Baccalaureate)						X		
Family and Consumer Sciences Business	X							
Child Development							X	
Fashion Merchandising							X	
Family and Consumer Sciences Education	X							
French	X							X
French Education								
General Science Education				X				
History	X							X
Black Studies								X
History/Social Studies Education	X							
Human Development Consultant (Post Masters)						X		
Individual and Family Development		X						
Industrial Engineering Technology	X							
Industrial Technology	X							
Management	X							
Marketing	X							

*Note: The M.Ed. in Counselor Education offers initial certification; all other M.Ed. Programs, the Ed.S. Program, and the Ed.D. Program are for in-service teachers on

PROGRAM OFFERINGS

	Degrees Offered						Other Offerings	
Area of Study	**Bachelor's**	**Master's**	**Master of Education Option in Area(s)**	**Master of Arts in Teaching Option in Areas(s)**	**Specialist Doctoral**	**Graduate Certificate Program**	**Undergraduate Concentration**	**Undergraduate Minor**
Mathematics	X							X
Mathematics and Computer Science	X							
Mathematics Education	X		X	X				
Mechanical Engineering Technology	X							
Music Education	X							
Choral/Piano							X	
Choral/Voice							X	
Instrumental							X	
Music Industry	X							
Music Performance	X							
Orchestral Instruments							X	
Piano							X	
Voice							X	
Nuclear Engineering	X							
Nursing	X							
Registered Nurse							X	
Licensed Practical Nurse							X	
Nutrition and Food Management	X							
Food Management							X	
Nutrition							X	
Nutritional Sciences		X						
Food and Nutrition								
Nutritional Health Care								
Orientation and Mobility Specialist (Post Masters)						X		
Physical Education	X							X
Physical Activity Management							X	
Health Education Services							X	
Sports Communication							X	
Physics	X							X
Political Science	X							X
Pre-Law							X	
Public Administration							X	
Psychology	X							X
Reading Education								X
Rehabilitation Counseling		X						
Secondary Education			X*					
Biology/General Science Education			X					
Business Education			X					
English Education			X					
Industrial Technology Education			X					
Mathematics Education			X					
Social Studies Education			X					
Sociology	X							X
Social Work	X							
Spanish	X							X
Spanish Education								
Special Education	X		X*					X
Educable Mentally Disabled							X	
Emotionally Disabled							X	
Learning Disabilities			X				X	
Speech Pathology and Audiology	X	X						
Pre-Professional Programs								
No Degree Offered								
Pre-Agriculture								
Pre-Dentistry								
Pre-Medicine								
Pre-Optometry								
Pre-Veterinary Medicine								
Technology Education	X							
Transportation		X						
Business								
Modal Systems								
Intelligent Transportation Systems								
Transportation Planning								

*Note: The M.Ed. in Counselor Education offers initial certification; all other M.Ed. Programs, the Ed.S. Program, and the Ed.D. Program are for in-service teachers only.

Promoting Excellence
in
Student Achievement
from
"Orientation to Graduation"

STUDENT SUCCESS AND RETENTION PROGRAM

The Student Success and Retention Program (SSRP) is a university-wide initiative designed to increase the number and percentage of students retained at the University.

The Program consists of a comprehensive network of retention and other support services through six program areas: (1) New Student Orientation, (2) Academic Support Services, (3) Quality Assurance, (4) Student Support Services, (5) The Black Males Project, and (6) Service Learning.

GOAL

The goal of the Student Success and Retention Program is to chart a course of success for each student from "orientation to graduation." The Program is undergirded by the philosophy that all students can succeed, especially with the appropriate academic and social support.

OBJECTIVES

1. To increase the percentage of students who are retained from freshman year to sophomore year.
2. To improve the overall retention rate of students over a four-year period.
3. To increase the percentage of students who persist through graduation.
4. To improve customer service to students and other constituents.
5. To analyze retention trends and make recommendations for institutional response and change.

PROGRAM DESCRIPTIONS

New Student Orientation engages students in a systematic process via a series of activities that foster early academic and social success.

Academic Support Services provides centralized support services for students to keep them academically eligible and on track for graduation.

Quality Assurance implements strategies to improve customer service and to enhance the image of the University.

Student Support Services offers academic advisement, counseling, tutoring, cultural enrichment and other support services to students who meet the criteria for this federally-funded project.

Black Males Project proposes a special initiative to increase the number of Black male youth who are interested in and prepared to pursue postsecondary educational opportunities.

Service Learning provides active planning and participation for students to learn and develop through thoughtfully organized service experiences that meet actual community needs.

The Student Success and Retention Program serves as the point of entry for all new students, beginning with summer orientations.

New students learn about college adjustment through summer orientation sessions, New Student Orientation, and enrollment in "University 101" as a required course during their first semester at the University. In this course, new students are introduced to strategies of success such as time management, study skills enhancement, personal relationship building, and peer support.

PROGRAM SERVICES

The Student Success and Retention Program services include but are not limited to the following:

Academic Advisement
Career Assessment
Computer-Assisted Learning
Counseling
Cultural Enrichment Experiences
Customer Satisfaction Surveys
Early Academic Warning Alert System
Focus Groups
Leadership Development Seminars
Learning Labs (Reading/Writing)
Mentoring
New Student Orientation
Secret Shopping
Study Skills Assessment
Student Volunteerism
Test-Taking Strategies
Time Management
Tutoring
University 101 (Freshman Seminar)

ACADEMIC ADVISING

New freshman and new transfer students who have declared majors are initially assigned to one of the three undergraduate degree-granting colleges for faculty academic advising. Faculty, because of their knowledge, skill, and expertise in the fields of study that students select, serve as mentors to new students in order to guide them through the collegiate experience.

Undecided and/or exploring students are advised through the Student Success and Retention Program until students declare majors through an established protocol that includes interest inventories, career exploration and occupational outlook, and consultation with academic counselors in the Student Success and Retention Program, the Counseling and Self-Development and Career Development Centers.

The New Student Orientation and Academic Support Services components work with academic chairs and academic faculty in the degree-granting colleges to ensure that as much as possible students have participated in meaningful processes to facilitate their decisions about academic majors.

FRESHMAN-YEAR CURRICULUM

The freshman-year curriculum provides orientation and appropriate academic courses for all new students. It includes course enrollment in University 101 (a required course for all new students with less than 30 semester hours) and the General Education Curriculum (e.g. English, mathematics, biological or other natural sciences, speech, health education or military science, and University 101). The Freshman-Year Curriculum ensures an opportunity for new students' smooth academic transition into the collegiate environment.

UNIVERSITY 101

University 101 is a one-semester general education course designed to assist students with transition from their high school experiences to the collegiate environment. The course seeks to aid students with the development of empowerment skills and to aid students to become knowledgeable about the University's history, traditions, policies, and procedures. University 101 is required for all new and for transfer students with less than 30 semester credit hours.

Upon completion of University 101, students should be able to demonstrate their oral and written competence of the University, personal assessment, fundamental study skills, and personal social development.

Additional requirements for University 101 include Cultural Enrichment in the Humanities.

Cultural Enrichment in the Humanities

Cultural Enrichment in the Humanities is a university-wide effort designed to expose students to cultural activities, venues, events, and programs to enhance the undergraduate educational experience. All students enrolled in University 101 are required to participate in three Cultural Enrichment experiences as graded activities in the course.

Mandatory activities include Fall Convocation in the fall semester and the Founders' Day Program and the Smith-Hammond-Middleton Service of Rededication in the spring semester. In addition to the mandatory activities, the instructor selects one activity for students to attend and the student selects one activity to attend with the approval of the instructor.

Other Expectations

Each student is expected to wear dressy attire at all Cultural Enrichment activities. Each instructor will require an assignment to provide structured time for students to reflect, talk, and write about their experiences.

All assignments and/or documentations to verify attendance will be integrated into the course in the form of papers, journal entries, discussions, test questions, or some instructor specified requirement.

Additional announcements for university-wide cultural enrichment activities are available through the University's website: www.scsu.edu.

Fall Convocation

Fall Convocation is a university-wide program designed to welcome and introduce new students to South Carolina State University. All students enrolled in University 101 during the fall semester are required to attend Fall Convocation.

Founders' Day

The Founders' Day Program is a university-wide program designed to celebrate the 1896 founding of South Carolina State University as a land-grant institution. The Founders' Day Program is usually held on Sunday. All students enrolled in University 101 during the spring semester are required to attend the Founders' Day Program.

Smith-Hammond-Middleton Service of Rededication

The Smith-Hammond-Middleton Service of Rededication commemorates the lives of the three young men, Henry R. Smith, Samuel Hammond, Jr., and Delano B. Middleton, who were fatally shot on February 8, 1968 in the pursuit of human dignity. Annually, the University and the nation commemorate February 8, 1968.

STUDENT ORIENTATION LEADERS

Student Orientation Leaders is a select group of upperclassmen who assist new students with their transition to the University during summer orientation, New Student Orientation Week activities, and with first-year adjustments to the collegiate environment.

Eligibility Criteria

In order to be eligible for membership in the Student Orientation Leaders Program, students must be full-time undergraduates who have been enrolled in the University for at least two semesters. The prospective member must meet the following criteria and submit a completed application by the established deadline.

1. Have a 2.75 cumulative grade point average.
2. Submit a recommendation from a faculty member who can demonstrate a sense of personal knowledge of the candidate's ability to serve as a role model.
3. Submit a recommendation from an active Student Orientation Leader.
4. Write and submit an essay on a designated topic specified by the advisors.
5. Participate in an interview with a panel of current Student Orientation Leaders and/or advisors.
6. Maintain the tenets of The Stateite Creed.

Each applicant must receive 85% and above of the total ranking score on the application packet including the essay, recommendations, and a personal interview.

EARLY ACADEMIC WARNING ALERT SYSTEM

The Early Academic Warning Alert System (EAWAS) is designed to identify students with academic and other needs and provide intervention strategies that address those needs. Students are identified through academic faculty referrals, overall academic performance, the Academic Review Board, the Counseling and Self-Development Center, and through Student Success and Retention Program monitoring and tracking of all students.

STUDENT SUPPORT SERVICES

The Student Support Services Program is designed to retain and ultimately graduate underprepared students at South Carolina State University by providing them with services relative to pursuing postsecondary education. The Program offers these students an opportunity to complete their chosen fields of study through participation in tutoring, counseling and other support services.

Program participants must meet one or more of the following federally-established criteria: (1) low income, (2) first-generation college student, (3) physical or academic challenging condition, and (4) evidence of academic need.

Objectives

1. To help each student develop a positive attitude toward his own ability to perform successfully in the academic setting.
2. To help each student become an independent learner.
3. To facilitate student understanding of subject matter presented in classes.
4. To provide instruction and practice designed to address specific academic deficiencies.
5. To help each student develop his academic potential to the greatest extent possible.
6. To assist each student in making realistic self-evaluations relative to careers and career opportunities.

A variety of strategies are employed to achieve the objectives of the program. Among them are the following:

1. small group and individualized tutoring, counseling, and instructional sessions;
2. academic, personal and group counseling; and,
3. exposure to a variety of careers, career opportunities and individuals in unique positions.

DEPARTMENTS

ACCOUNTING, ECONOMICS & AGRIBUSINESS

ACCOUNTING
ECONOMICS
AGRIBUSINESS

BUSINESS ADMINISTRATION

MANAGEMENT
MARKETING

FAMILY & CONSUMER SCIENCES

FAMILY & CONSUMER SCIENCES
FAMILY & CONSUMER SCIENCES EDUCATION
NUTRITION
INDIVIDUAL & FAMILY DEVELOPMENT

HEALTH SCIENCES

HEALTH & PHYSICAL EDUCATION
NURSING
SPEECH PATHOLOGY & AUDIOLOGY

MILITARY SCIENCE

COLLEGE OF BUSINESS & APPLIED PROFESSIONAL SCIENCES

The mission of the College of Business and Applied Professional Sciences is to produce graduates who are competent in their chosen areas of study and are prepared to function effectively as professionals in the disciplines of business administration, accounting, agribusiness, economics, family and consumer sciences, health sciences, (nursing, health & physical education, speech pathology & audiology) and military science. The College provides quality management education and leadership development to produce competitive graduates for a global and diverse environment. The overall success in accomplishing this mission will be measured by the enhancement of the College's reputation among its peers and diverse stakeholders. To achieve fully the mission of the land-grant institution, the College will devote its expertise and resources to providing academic and practical experiences, conducting research, and providing outreach to its constituent groups.

GOALS

- To recruit and retain quality students.
- To maintain a productive and quality faculty.
- To become more customer-focused.
- To maintain an environment in which faculty and students can exercise their creativity and satisfy their intellectual curiosity through their involvement in scholarly activities.
- To provide information and experiences that will enable students to develop high standards of professional performance.
- To expand professional development and focus on leadership development of students and faculty.
- To prepare students for successful participation in research and graduate education.
- To promote an active involvement in community and public service.
- To maintain programs and curricula that integrate technological, global, ethical, leadership, and entrepreneurial skills.

GENERAL PROGRAM REQUIREMENTS

Students entering the College of Business and Applied Professional Sciences are expected to adhere to the South Carolina State University requirements and policies as outlined in the *General Information* section of this catalog. In addition, students must comply with individual program requirements regarding admission, retention, and progression.

DEPARTMENTS AND DEGREES

The College of Business and Applied Professional Sciences offers two degrees — Bachelor of Arts and Bachelor of Science — for programs in the following Departments:

Department of Accounting, Economics, and Agribusiness
B. S. Degrees in Accounting, Agribusiness, Economics

Department of Business Administration
B. S. Degree in Business Administration
(Concentrations: Management or Marketing)

Department of Family and Consumer Sciences
B. S. Degree in Family and Consumer Sciences Business
(Concentrations: Business, Child Development, or Fashion Merchandising); Family and Consumer Sciences Education; Nutrition and Food Management (Concentrations: Nutrition or Food Management).

Department of Health Sciences
B.S. Degree in Nursing (Options: LPN-BSN; RN-BSN)
B.S. Degree in Physical Education
B.S. Degree in Physical Education (Non-teaching Options: Health Education Services; Physical Activity Management, Sport Communication)
B.A. Degree in Speech Pathology and Audiology (Options: Certification by South Carolina Department of Education (SCDOE); Non SCDOE Certification)

Department of Military Science

BUSINESS PROGRAMS

VISION STATEMENT

We aim to be known as the 'best value in the southeast' through quality service to our students and other stakeholders.

MISSION STATEMENT

Provide quality management education and leadership development to produce competitive graduates for a global and diverse environment.

The mission of the Business Program will be accomplished through quality teaching, research, instructional development and service activities. Overall success in accomplishing our mission will be measured by the enhancement of our reputation among our peers and diverse stakeholders. To that end, we affirm our values of leadership, customer focus, teamwork, community outreach, integrity and performance.

- We value learning and strive to promote the professional and leadership development of all students to include technological, ethical and entrepreneurial skills.
- We are supportive of and responsive to the needs of all students.
- We value collaboration and partnerships with our diverse stakeholders to work toward positive outcomes that impact the university, the college and the business community.
- We strive for continuous improvement in our performance and assessment of our result while ensuring that our integrity is never compromised.

GOALS:

- To expand the professional development program to focus on leadership development of students.
- To become more customer-focused.
- To maintain a productive and quality faculty.
- To develop new markets through innovative approaches.
- To maintain programs and curricula to integrate technological, global, ethical, leadership, and entrepreneurial skills.
- To recruit and retain quality students.

GENERAL PROGRAM REQUIREMENTS

Students entering the Business Programs are expected to adhere to the program requirements and the policies specified in the curriculum in the year of admission.

PROFESSIONAL DEVELOPMENT/BEHAVIOR

Students are expected to dress in a professional manner for all Professional Development Classes: BA 201, 301 and 401; Introduction to Business Class (BA 101) and other programs/activities as required by faculty of the Business Programs. Please refer to appropriate dress as stated in the ***Business Handbook.*** Students are expected to behave in a professional manner at all times - in the classroom, at programs/ activities and any other professional development activities as designed by the Business Programs.

ADMISSION POLICY

In addition to the general requirements established by South Carolina State University, the requirements for admission to the Business Programs are stipulated according to two categories.

- Students entering the Business Program from Student Success and Retention Programs.
- Students satisfactorily completing the requirements within the Freshman Programs must have attained a cumulative grade point average of 2.00, including passing English 150, 151, and Math 154, 155 with a grade of "C" or better, in order to be admitted unconditionally.
- Students completing the freshman year without completely fulfilling their requirements within the Student Success and Retention Programs may be admitted on a conditional basis until they have completed the established requirements with a cumulative grade-point average of 2.00. Students unable to meet this criterion within one year will have their records evaluated by the Department Chair to determine if conditional admission should be continued.

When freshmen declare a business major, their file/record is forwarded to the potential Department Chair. The Chair reviews the folder to determine if admission is to be granted.

TRANSFER STUDENTS

- Students transferring to the Business Programs from other colleges/departments within the University or from other regionally accredited institutions must have completed 30 semester hours and a 2.0 GPA established by Student Success and Retention Programs.
- Students transferring to the Business Programs from Technical Colleges will be admitted in accordance with the transfer agreement articulated between the Schools. This transfer agreement assures that students who complete specified courses of study may transfer those courses, with full credit, to South Carolina State University.
- Students transferring to the Business Programs from Public Two-Year and Public Four-Year Institutions in South Carolina will be admitted in accordance with the mandates of Act 137 of 1995.

RETENTION POLICY

To remain in the Business Programs, a student must:

> Earn an overall GPA of 2.00 or better upon completing first 75 credit hours, which must include passing the following courses with a C or better: English 150, 151, Math 154, 155; Accounting 207, 208; Economics 250, 260; Business Administration 201, 213.

Dismissal from the Business Programs may occur at any time thereafter the student has failed to maintain an overall GPA of 2.00 or better and has failed to improve his/her grade to a "C" or better in all business courses. Furthermore, a student majoring in accounting must earn at least a "C" grade in Accounting 307, "Intermediate Accounting I," within two attempts. That is, no student may continue his or her major in accounting having earned less than a "C" grade after two attempts at completing Accounting 307.

GRADE POLICY

All courses taken in the Business Programs being used to meet curriculum requirements must be passed with a grade of "C" or better. In addition, to be eligible for graduation, the student must obtain a cumulative grade point average of 2.00 or better in all courses taken at the University.

SUBSTITUTION

Course substitutions will generally not be permitted. Students should follow the official curriculum for the major. Written permission on the appropriate form must be obtained before any course substitution will be allowed.

TRANSFER CREDIT

Courses taken at other institutions by students currently enrolled in the Business Programs will be accepted for transfer only under the following conditions: (a) the student has not been previously enrolled in an equivalent course at the University; (b) the student received written prior approval for taking the course from the Department Chair, Dean of the College of Business and Applied Professional Sciences, and the Registrar; and (c) the course is passed with a grade adequate for transfer purposes.

The Business Programs generally accepts a number of credits from technical and junior colleges, especially for lower level courses. To obtain credit for upper level courses, students may be required to pass either the appropriate CLEP test or departmentally prepared and administered examination.

DEPARTMENT OF ACCOUNTING, AGRIBUSINESS & ECONOMICS

INTRODUCTION

The Department of Accounting, Economics, and Agribusiness is one of the departments in the College of Business and Applied Professional Sciences. This Department offers three Bachelor of Science Degree programs in the following areas: Accounting, Business Economics, and Agribusiness. Stated below are descriptions of the program overview, the objectives, program requirements for major and minor, and the curriculum for each degree program

THE BACHELOR OF SCIENCE DEGREE PROGRAM IN ACCOUNTING

PROGRAM OVERVIEW

The Accounting Program offers an undergraduate degree leading to a Bachelor of Science degree in Accounting. The mission of the Accounting Program is to provide technical, leadership, communication, experiential, service, and other skills and experiences required for a quality learning experience. The program offers excellence in teaching directed toward supporting the preparation of students for careers in public and private accounting, not-for-profit organizations, the government sector, other professional endeavors, or graduate education. This mission is consistent with that of the College of Business and Applied Professional Sciences and the University.

OBJECTIVES

The objectives of the Accounting Program are to:

1. Provide students with instruction that equips them with requisite technical competence in Accounting;
2. Ensure a curriculum that focuses on developing leadership skills and the ethical and global environment of accounting;
3. Encourage and promote experiential learning through internships and other opportunities;
4. Cultivate an environment that stimulates an intellectual curiosity in faculty and students that leads to contributions to the body of knowledge in accounting; and
5. Provide opportunities for faculty and students to make contributions of service to the university, community and the profession.

The objectives will be accomplished through: (1) *instruction* to students, the promotion of *research* to contribute to the body of knowledge in accounting; and, (3) the opportunity for faculty and students to provide *service* to the University, the community and the profession.

PROGRAM REQUIREMENTS

Students majoring in accounting should expect to complete 121 credit hours. For students who wish to sit for the CPA Exam, an additional 29 hours must be completed at the undergraduate or graduate level. Students may continue studies in the graduate program in Agribusiness. The 121 hours curriculum is designed to provide students with general education, business core, and accounting knowledge necessary for entering the accounting profession. In addition, the Accounting Program emphasizes the development of competencies in analytical, interpersonal, computer and communication skills. Students are expected to solve problems, make oral presentations, complete written assignments, and work on group projects in courses throughout the curriculum. Students are also challenged with ethical and global issues in accounting.

As part of the business core, students must complete one internship or experiential learning experience. It is also advised that six (6) hours of foreign language be taken as part of the general education requirements.

Students who desire minors in other areas will be expected to fulfill the requirements for such minors in addition to the requirements of the Accounting Program. All students must comply with the Business Program grade, retention and transfer policies. All seniors are assessed prior to graduation.

Students requesting credit by examination must obtain approval from the Department Chair and the Registrar's Office.

MINOR IN ACCOUNTING

Students desiring to minor in Accounting are required to complete 18 hours of Accounting as follows: 307, 308, 310, 311, 313, and one accounting elective.

THE ACCOUNTING CURRICULUM

The Accounting Program is designed to provide candidates with the technical, leadership, communication, experiential, service, and other skills and experiences required for a quality learning experience. The program offers excellence in teaching directed toward supporting the preparation of students for careers in public and private accounting, not-for-profit organizations, the government sector, other professional endeavors, or graduate education.

The curriculum leading to the degree of Bachelor of Science in Accounting is printed below. Students can find a copy of this curriculum at the Office of the Department Chairperson.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ACCOUNTING (121 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
BSC 150/151	4	BA 101-Intro. to Bus	3
UNIV 101 Intro. Univ.	2	E 151 English Comp. II	3
E 150 English Comp. I	3	M 155 Math Modeling	3
M 154 Bus. Calculus	3	PSC 150/151 Phy. Sci	4
PE 150/MS 101/HED 151	2	ACCT 207 Fin. Acct	3
ARTS 250 or MU 250 3	3		
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ACCT 307 Interm. Acct. I	3	ACCT 208 Manangl. Acct	3
BA 201 Legal Envir Bus	3	MGT 216 Mgt. Info. Sys	3
BA 213 Quant. Analysis I	3	BA 214 Quant Analysis II	3
ECON 250 Macroecon	3	ECON 260 Microeconomics	3
PSY or SOC 250	3	E 250 or 251 World Lit	3
		SB 201 Professional Dev. I	1
	15		16

JUNIOR

First Semester	Credits	Second Semester	Credits
ACCT 308 Interm. Acct. II	3	ACCT 310 Interm. Acct. III	3
ACCT 313 Tax Procedure I	3	ACCT 311 Cost Acct	3
H 250 or 251 World Civ	3	MGT 320 Intro to Fin. Mg	3
HHU 250 African Ame. Exp	3	MKT 300 Prin. of Mktg	3
BA 311 Business Comm	3	MGT 301 Principles of Mgt.	3
		SB 301 Professional Dev. I	1
		SB 400 Internship/Exp. Lrn	1
	15		17

SENIOR

First Semester	Credits	Second Semester	Credits
ACCT 418 Acct. Info Sys	3	ACCT 415-Auditing	3
ACCT (Acct Elect)	3	ACCT (Acct. Elect)	3
General Education Elect	3	General Education Elect	3
General Education Elective	3	MGT 430 Business Policy	3
SB 401 Professional Dev III	1	Leadership Service	0
Leadership Service	0	CPA/GMAT Prep	0
CPA/GMAT Prep	0		
	13		12

1. A Grade of "C" or better must be earmed in all Business Courses and E 150, E 151, M 154 and M 155.
2. Students must pass the English Proficiency Exam or take ENGL 111.
3. Accounting Electives must be taken from a list of approved courses.
4. Students are advised to take 6 hrs. of a foreign language as part of general education elec-tive requirements. Both credits should be in the same language.

5. **Approved Accounting Electives**: ACCT. 309, 315, 407,408, 419 and BA 304 and BA 450.

THE BACHELOR OF SCIENCE DEGREE PROGRAM IN BUSINESS ECONOMICS

PROGRAM OVERVIEW

The Bachelor of Science degree program in Business Economics provides students with rigorous training in economic theory, applied economics, and quantitative techniques that are useful for challenging career opportunities in the private and public sectors of the economy.

OBJECTIVES

The overall objective of the Business Economics degree program is to develop the potential of students as economics professionals, enabling them to play a more effective role in the American Economic System. The specific objectives are as follows:

1. To provide students with a thorough understanding of economic theory and the market economy in a global economic setting;

2. To provide students with competencies in economic analysis to enable them to formulate and analyze economic policies that impact on the business, social and legal environments;

3. To equip students with the quantitative tools of analysis to enable them to quantify the different dimensions of choices made in our competitive and uncertain business environment;

4. To acquaint students with the process of economic and agribusiness growth and development;

5. To provide students with a balanced background in economics, management, business, accounting, marketing and quantitative methods; and

6. To prepare students for possible employment in private business, government service, and to pursue advanced degrees.

PROGRAM REQUIREMENTS

All students must complete a minimum of 121 credit hours. A minimum grade of "C" in all courses attempted in the Business area of study; and all prerequisites must be completed with a grade of "C" or better before enrolling in courses. When students are changing from a major in Accounting to a major in Business Economics, a grade lower than a "C" is acceptable for ACCT 307. Students will be permitted to qualify for graduation provided their GPA is 2.00 or better at graduation. All students who have com-pleted Economics 250/260 will not receive credit for Economics 255. Furthermore, as part of the business core, all Agribusiness and Business Economics majors must complete at least one internship before graduation.

Business Economics Minor In addition to Economics 250-260 or Economics 255, students will complete 15 credit hours in Economics for a minor in business economics.

THE BUSINESS ECONOMICS CURRICULUM

The curriculum in Business Economics attempts to broaden the students background and understanding of the economy within which the American and global businesses operate. It provides an understanding of basic economic and business relationships, which should prove most valuable to those students entering the business world. A student who successfully completes this program is equipped with advanced tools for the study of economic change, and particularly the application of quantitative analysis to economic issues.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BUSINESS ECONOMICS (121 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Intro to Univ	2	E 151 Eng. Comp II	3
E 150 Eng Comp I	3	PSC 150/151 Phy Sci	4
BSC 150/151 Bio Sci	4	M 155 Intro Math Model	3
M 154 Business Calculus	3	BA 101 Intro Business	3
PE 150/HED 151/MS 101	2	E250 or E 251 World Lit	3
PSY 250 or SOC 250	3		
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ACCT 207 Fin. Acct	3	ACCT 208 Manangl. Acct	3
BA 213 Quant Analysis I	3	ECON 260 Prin. of Microe	3
ECON 250 Princ. of Macroe	3	MGT 216 Mgmt. Info. Sys	3
BA 201 Legal Env. of Bus	3	BA 214 Quant Analysis I	3
SB 201 Prof. Dev. I	1	H 250 or H 251 History	3
ARTS250/MU 250/D 254	3		
	16		15

JUNIOR

First Semester	Credits	Second Semester	Credits
HHU 250 African-Amer Exp.	3	ECON 301 Microecon	3
ECON 302 Macroecon	3	BA 311 Bus Comm	3
ECON 309 Money & Bank	3	MGT 301 Prin. of Mgt	3
*Economics Elective	3	MKT 300 Prin. of Mktg.	3
SB 301 Prof. Dev. II	1	SB 400 Intern/Exper. Learn	1
GEN ED Elective	3		
	16		13

SENIOR

First Semester	Credits	Second Semester	Credits
Economics Elective	6	Economics Elective	6
MGT 320 Finan. Mgt	3	ECON 407 Intl Econ	3
GEN ED Elective	3	MGT 430 Bus. Policy	3
SB 401 Prof. Dev. III	1	GEN ED Elective	3
	13		15

Notes:

1. A Grade of "C" or better must be earmed in all Business Courses and E 150, E 151, M 154 and M 155.
2. Students who do not pass the English Proficiency Exam are required to enroll in and pass ENGL 111.

*3. Business Economics elective must be selected from courses approved by the department. Examples: AGBU 350, BA 301, ECON 305, 307, 316, 351, 355, 363, 375, 401, 402, 410, 411, 415, 450, MGT 306, 412, 423, 425, 427.

4. Development courses cannot be used to satisfy any curriculum requirement, including electives.

THE BACHELOR OF SCIENCE DEGREE PROGRAM IN AGRIBUSINESS

PROGRAM OVERVIEW

The Agribusi-ness Program involves the application of economic and business concepts to the field of agribusiness. It is the increased special-ization and commercialization of the U.S. and foreign agribusi-ness industry that has created an ever-increasing demand for well-trained agribusiness graduates. The Agribusiness major provides students with rigorous training in economic theory, applied economics and quantitative techniques. This prepares students for challenging career opportunities in private as well as in public sectors of our economy.

OBJECTIVES

The overall objective is to develop the potential of students as agribusiness and economics professionals, enabling them to play a more effective role in the American Economic System. The specific objectives are as follows:

1. To provide students with a thorough understanding of economic theory and the market economy in a global economic setting;

2. To provide students with competencies in economic analysis to enable them to formulate and analyze economic policies that impact on the business, social and legal environments;

3. To equip students with the quantitative tools of analysis to enable them to quantify the different dimensions of choices made in our competitive and uncertain business environment;

4. To acquaint students with the process of economic and agribusiness growth and development;

5. To provide students with a balanced background in econom-ics, management, business, accounting, marketing and quanti-tative methods; and

6. To prepare students for possible employment in private busi-ness, government service, and to pursue advanced degrees.

PROGRAM REQUIREMENTS

All students are expected to earn a grade of at least "C" in all courses attempted in the Business Program; and all prerequisites must be completed with a grade of "C" or better before enrolling in courses. When students are changing from a major in Accounting to a major in Agribusiness or Business Econom-ics, a grade lower than a "C" is acceptable for ACCT 307. All students who have completed Economics 250—260 will not receive credit for

Economics 255. Furthermore, as part of the business core, all Agribusiness and Business Economics majors must complete at least one internship before graduation.

Agribusiness Minor In addition to Economics 250-260 or Economics 255, students will complete 15 credits hours of Agribusiness courses.

THE AGRIBUSINESS CURRICULUM

This curriculum focuses on the unique characteristics of the food and fiber sector of the U.S. economy. Students receive in-depth training in the business and economic techniques extensively used by a vast array of agribusiness firms and agencies which provide supplies and services to agriculture, and which process and market agribusiness products. Considering the broad spectrum of agribusiness activities, graduates are able to choose from a wide variety of career opportunities in private business or public agencies.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN AGRIBUSINESS (121 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV101 Intro to Univ	2	E151Eng Comp II	3
E 150 Eng Comp I	3	PSC 150/151 Phy Sci	4
BSC 150/151 Biol Sci	4	M 155 Intro Math Modeling	3
M 154 Business Calculus	3	BA 101 Intro to Business	3
PE 150/HED 151/MS 101	2	ARTS 250/MU 250/D 254	3
E 250 or E 251 World Lit	3		
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ACCT 207 Fin. Acct	3	ACCT 208 Manangl. Acct	3
BA 201 Legal Env. of Bus.	3	ECON 260 Prin. of Micro	3
ECON 250 Princ. of Macro	3	MGT 216 Mgmt. Info. Sys.	3
GEN ED Elective	3	Elective	3
SB 201 Prof. Dev. I	1	PSY 250 or SOC 250 3	3
H250 or H251 History	3		
	16		15

JUNIOR

First Semester	Credits	Second Semester	Credits
BA 213 Quant Analysis	3	BA 214 Quant Analysis	3
BA 311 Business Comm	3	AGBU 315 Commod Mktg	3
ECON 302 Macroecon	3	ECON 301 Microecon	3
AGBU 350 Agribus Fin	3	MGT 320 Financial Mgmt	3
HHU 250 African-Amer Exp	3	MKT 300 Princ. of Mktg	3
SB 301 Prof. Dev. II	1	SB400 Intern/Exper Learn	1
	16		16

SENIOR

First Semester	Credits	Second Semester	Credits
MGT 301 Prin. of Mgt	3	AGBU 455 Agribus Strategy	3
AGBU 310 Agribus. Mktg	3	AGBU 440 Ag. Policy	3
GEN ED Elective	3	AGBU Elective *	3
SB 401 Prof Dev. III	1	MGT 430 Bus Policy	3
Approved AGBU Elective	3		
	13		12

Notes:

1. A Grade of "C" or better must be earmed in all Business Courses and E 150, E 151, M 154 and M 155.
2. Students who do not pass the English Proficiency Exam are required to enroll in and pass ENGL 111.
3. Agribusiness electives must be selected from courses approved by the department . Examples: AGBU 460, ECON 305, 307, 309, 316, 375, 363, 401, 407, 415, 410, MKT 425, BA 312, MGT 316, 416, 417, 415, 306, 412.
4. Development courses cannot be used to satisfy any curriculum requirement, including electives.

DEPARTMENT OF BUSINESS ADMINISTRATION

The Department of Business Administration offers degree programs in two major areas Management and Marketing. Each degree program emphasizes the total development of the student by providing an in-depth education in the major field.

OBJECTIVES

The objectives of the Department of Business Administration which undergird the goals of the College of Business, Applied Professional Sciences are as follows:

1. To make available the training necessary for students to acquire the skills, knowledge, and understanding which will enhance their appreciation of the role of business in our economy;

2. To provide students with the business tools that will be necessary to function effectively as business workers and consumers in a society of high technology;

3. To offer comprehensive business programs which emphasize specialized training in certain business disciplines;

4. To provide future business persons with the skills to deal with the economic, social, and political environment of business; and

5. To provide learning activities whereby students will be able to understand individual business disciplines as well as the interrelationship among them.

MAJOR AND MINOR PROGRAMS

Management The major in management provides the student with a well-rounded understanding of the operation and management of a business enterprise. Students acquire a basic understanding of the principles involved in managing a business and its employees, the way in which it markets its products, and the economy within which the firm operates. Students may structure their approved electives to allow them to pursue the following career options: Financial Management, Human Resource Management, International Business, and Management Information Systems.

Marketing The marketing curriculum emphasizes the functional economic activities that mark our distributive economy. It provides a basic understanding of policies, principles, procedures, and

institutions involved in the movement of industrial and consumer goods. The student with a specific interest in sales, merchandising, advertising, market research or similar interests may prepare a foundation for professional competence. In addition, the marketing curriculum serves as a complement to other professional, social, or economic studies in the Department of Business Administration.

Minor in Business Administration Non-business administration students desiring to minor in business will complete 18 semester hours in the following courses: ACCT 207, ACCT 208, ECON 250, ECON 260, MGT 301, and MKT 300.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION WITH A CONCENTRATION IN MARKETING (121 CREDITS)

FRESHMAN

First Semester	Credits	Second Semester	Credits
BSC 150/ 151	4	BA 101 Intro to Business	3
E 150 English Comp I	3	E 151 English Comp II	3
M 154 Business Calculus	3	H 250 or 251	3
PE 150/MS 101/HED 151	2	M 155 Math Modeling	3
PSY 250 or SOC 250	3	PSC 150/151	4
UNIV 101 Intro to Univ	2		
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ACCT 207 Financial Acct	3	ARTS or MU 250	3
BA 201 Legal Envir. of Bus	3	ACCT 208 Managerial Acct	3
BA 213 Quant. Anal. I	3	BA 214 Quant. Anal. II	3
ECON 250 Macroeconomics	3	E 250 or 251 Literature	3
MGT 216 Mgt Info Sys	3	ECON 260 Microeconomics	3
		SB 201 Prof. Development	1
	15		16

JUNIOR

First Semester	Credits	Second Semester	Credits
BA301 International Bus	3	MGT 320 Financial Mgt	3
HHU 250 African-Am. Exp	3	MKT 302 Mktg Mgmt	3
MGT 301 Principles of Mgt	3	MKT 303 Consumer Behav	3
MKT 300 Principles of Mkt	3	SB 301 Prof. Developmt II	1
General Ed Elective	3	Approved Mkt Elective	3
		General Ed Elective	3
	15		16

SENIOR

First Semester	Credits	Second Semester	Credits
BA 311 Business Comm	3	MGT 430 Business Policy	3
BA 312 Prod. Op. Mgt	3	MKT 425 Mktg. Problems	3
MKT 424 Mktg Research	3	SB 401 Prof. Developmt III	1
SB 400 Intern/Exp Learning	1	Approved Mkt Elective*	3
Mkt Elective	3	General Ed Elective	3
Leadership Service		Leadership Service	
	13		13

NOTES: All approved Marketing electives should be selected from non-required Marketing courses (MKT plus Business Law (BA 304, Business Internship (BA 450), and Special Topics in Business (BA 499) The MGT 216 requirements can also be met with Technology (CS 150) or Computer Concepts (CS 151) from the General Education Core Curriculum Technology cluster

The BA 311 requirements can also be met with Fundamentals of Speech Communication (S 150), Technical Communications (ET 250), or Public Speaking (S 250) from the General Education Core Curriculum Speech Cluster.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION WITH A CONCENTRATION IN MANAGEMENT (121 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
BSC 150/ 151	4	BA 101 Intro to Business	3
E 150 English Comp I	3	E 151 English Comp II	3
M 154 Business Calculus	3	H 250 or 251	3
PE 150/MS 101/HED 151	2	M 155 Math Modeling	3
PSY 250 or SOC 250	3	PSC 150/151	4
UNIV 101 Intro to Univ	2		
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ACCT 207 Financial Acct	3	ARTS or MU 250	3
BA 201 Legal Envir. of Bus	3	ACCT 208 Managerial Acct	3
BA 213 Quant. Anal. I	3	BA 214 Quant. Anal. II	3
ECON 250 Macroeco	3	E 250 or 251 Literature	3
MGT 216 Mgt Info Sys	3	ECON 260 Microeconomics	3
		SB 201 Prof. Development	1
	15		16

JUNIOR

First Semester	Credits	Second Semester	Credits
BA301 International Bus	3	MGT 304 Human Reso Mgt	3
HHU 250 African-Am. Exp	3	MGT 308 Org Theo & Beha	3
MGT 301 Principles of Mgt	3	MGT 320 Financial Mgt	3
MKT 300 Principles of Mkt	3	SB 301 Prof. Development II	1
General Ed Elective	3	Approved Mgt. Elective	3
		General Ed Elective	3
	15		16

SENIOR

First Semester	Credits	Second Semester	Credits
BA 311 Business Comm.	3	MGT 412 Entrepreneurship	3
BA 312 Prod & Oper Mgt.	3	MGT 430 Business Policy	3
MGT 321 Personal Finance	3	SB 401 Prof. Develop III	1
SB 400 Internship/Exp. Lrng	1	Approved Mgt Elective	3
General Ed Elective	3	Approved Mgt Elective	3
Leadership Service		Leadership Service	
	13		13

NOTES: All approved Management electives should be selected from non-required Management courses (MGT) plus Business law (BA 304, Business Internship (BA 450), and Special Topics in Business (BA 499)

The MGT 216 requirement can also be met with Technology (CS 150) or Computer Concepts (CS 151) from the General Education Core Curriculum Technology cluster.

The BA 311 requirement can also be met with Fundamentals of Speech Communications (S 150), Technical Communications (ET 250), or Public Speaking (S 250) from the General Education Core Curriculum Speech cluster

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

The Family and Consumer Sciences unit is accredited by the American Association of Family and Consumer Sciences. At the undergraduate level, students prepare for careers in family and consumer sciences and related professions concerned with individuals, family development and consumerism.

The Department of Family and Consumer Sciences functions in concert with the inherent larger function of the Uni-versity as a landgrant institution to prepare graduates who possess highly marketable skills and are competitive in their chosen areas of specialization. The principal charge of the department is to provide resident instruction, conduct research and provide community service. The family and consumer sciences profession has a systematic body of knowledge gen-erated from its own resources as well as concepts from other fields which members must master in order to assist individuals and families as they work toward improving the quality of their lives.

OBJECTIVES

The Department of Family and Consumer Sciences assists the University to achieve its mission and goals by providing educational settings for optimal student achievement and personal growth. Specific objectives of the department are as follows:

a. produce graduates with competitive marketable skills in family and consumer sciences and related professions;

b. maintain accreditation of programs;

c. continue to recruit highly qualified and diverse faculty;

d. develop high standards of professional performance;

e. promote continuing education through graduate study, special programs, community service, and leadership activity necessary to the field of Family and Consumer Sciences and to the greater society;

f. Revise and development academic programs to meet current societal needs; and

g. Enhance program offering via the use of technology.

PROGRAM OFFERINGS

Students majoring in Family and Consumer Sciences at the undergraduate level earn the Bachelor of Science degree in one of three professional areas: family and consumer sciences,

education, nutrition and food management and family and consumer sciences business. At the graduate level, programs lead to the Master of Science degree in Individual and Family Development and Nutritional Sciences.

Students majoring in Family and Consumer Sciences Education are jointly enrolled in the Departments of Family and Consumer Sciences and Teacher Education.

All Family and Consumer Sciences curricula include a core of required courses in family and consumer sciences which are designed to integrate concepts from the study of family/child, resource management, food/human nutrition, and the philosophical base of family and consumer sciences. In addition, courses are required in general education, basic family and consumer sciences and the area of specialization. A grade of C or better is required for all courses in the curriculum, except for those stated otherwise in the general education requirement. All professional and area specialization courses must be taken in sequence. Students must pass the departments senior exit examination. Before enrolling in the Department of Family and Consumer Sciences, students must complete their studies in the Freshman Program. Interdisciplinary programs are provided across all majors through collaboration with the College of Education, Humanities and Social Sciences, College of Science, Mathematics and Engineering Technology, and College of Business and Applied Professional Sciences. All students must complete the English Proficiency Examination by their first semester junior year.

Course substitutions will generally not be permitted. Students should follow the official curriculum for the major. Written permission on the appropriate form must be obtained before any course substitution will be allowed.

FAMILY AND CONSUMER SCIENCES EDUCATION — The four-year curriculum is designed for students interested in becoming certified to teach in middle, junior and senior high schools and diversified family and consumer sciences occupational programs (i.e. childcare services, apparel design and construction services, and culinary Arts). Students are also illegible to be employed by cooperative extension services. See Department of Education for additional information.

NUTRITION AND FOOD MANAGEMENT — The mission of the program is to provide students with an opportunity for a quality education in the principles and practices of Dietetics consistent with the state of South Carolina, the policies of the University and congruent with the standards of education enunciated by the credentialing organizations, including the Southern Association of Colleges and Schools and the Commission on Accreditation for Dietetics Education (CADE).

The Nutrition and Food Management program is approved by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association. The program has two options, Nutrition or Food Management. Students who complete the Nutrition option and have met the Universitys minimum GPA requirement (2.00) will receive five copies of a verification statement. Students with a minimum of 3.00 GPA may apply for an American Dietetic Association (ADA) approved dietetic internship. Upon successfully completing the dietetic internship, students are eligible to take the registration examination for Registered Dietitians.

The Food Management option emphasizes management and business and is designed for career opportunities in the hospitality

industry and other food service areas. Students who choose the Food Management option are not eligible for a dietetic internship.

FAMILY AND CONSUMER SCIENCES BUSINESS— The program is designed to prepare students for consumer-and family-oriented non-teaching careers and/or graduate study. Students pursuing this major must complete a course of study which provides a broad background in general education and basic family and consumer sciences content, with specialization in related human sciences areas or other disciplines. Subject-matter concentrations are: Family and Consumer Sciences Business, Child Development and Fashion Merchandising.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN FAMILY & CONSUMERSCIENCES BUSINESS (120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
BSC 150 OR PSC 150	3	BSC 152 OR PSC 152	3
BSC 151 OR PSC 151	1	BSC 153 OR PSC 152	1
M 150-154 (Select One)	3	M 155	3
UNIV 101	2	FCS. 101*	2
S 150	3	CS 150	3
	15		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
NFM. 102*	3	H 250 OR 251	3
SOC 250 0R PSY 250	3	Option	3
ARTS 250 OR MU 250	3	FCS. 207	3
FCS. 203	3	FCS. 251*	3
PEO 150/MS 101/HED 151	2	CD 200 OR NFM 210	3
	14		15

JUNIOR

First Semester	Credits	Second Semester	Credits
E 250 OR 251	3	MGT 304	3
FCS 304*	3	FCS 306	3
Option	3	Option	3
MGT 301	3	FCS 308 OR FM 312	3
FCS 250	3	Elective	3
English Proficiency Exam			
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
BA 311	3	FCS 412 OR MGT 412	3
FCS 310	3	Option	6
Option	6	FCS 498*	1
Elective	6	FCS 426	3
		Elective	3
	15		16

*Profession of Family and Consumer Sciences Core Courses Required of all Majors.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN FAMILY AND CONSUMER SCIENCES BUSINESS (FASHION MERCHANDISING) (123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
PSC 150 OR BSC 150	3	PSC 152 OR BSC 152	3
PSC 151 OR BSC 151	1	PSC 153 OR BSC 153	1
M154	3	M 155	3
UNIV 101	2	FM 103	3
S 150	3	CS 150	3
	15		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
FCS 101*	2	H 250 OR 251	3
SOC 250	3	FCS 251*	3
MU 250	3	MKT 300	3
FM 205	3	ACCT 207	3
MS 101/HED 151/PEO 150	2	FM 204	3
NFM 102*	3		
	16		15

JUNIOR

First Semester	Credits	Second Semester	Credits
MKT 304	3	FM. 302	3
FM 364	3	FM. 312	3
E 250 OR 251	3	FCS 304*	3
Drama 307	3	MGT 301	3
FCS 250	3	Elective	3
English Proficiency Exam			
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
FCS 426	3	MKT 303	3
FM 410	3	FCS 412	3
FM 420	3	FCS 498*	1
FM 450	3	MGT 304	3
FM 427	3	Elective	6
	15		16

*Profession of Family and Consumer Sciences Core CoursesRequired of all Majors.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN FAMILY & CONSUMER SCIENCES BUSINESS (CHILD DEVELOPMENT) (124-127 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
BSC 150 OR PSC 150	3	BSC 152 OR PSC 152	3
BSC 151 OR PSC 151	1	BSC 153 OR PSC 153	1
M 151	3	M 155	3
UNIV 101	2	FCS 101*	2
S 150	3	CS 150	3
	15		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
CD 200	3	E 250 OR 251	3
H 250 0R 251	3	CD 201	3
PEO 150/MS 101/HED 151	2	NFM 210	3
NFM 102*	3	FCS 250	3
SPED 216	3	FCS 207	3
PSY 250	3	ARTS 250 OR MU 250	3
	17		18

JUNIOR

First Semester	Credits	Second Semester	Credits
SC 300	3	ECE 317	3
FCS 304*	3	FCS 251	3
FCS 308	3	FCS 306	3
MGT 301	3	MGT 304	3
ECE 310	3	Elective	3
English Proficiency Exam			
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
CD 331	3	CD 422	1
CD 417*	3	CD 425	3
CD 420	3	MGT 412	3
FCS 310	3	FCS 426	3-6
Elective	3	FCS 498*	1
		Elective	3
	15		14-17

*Profession of Family and Consumer Sciences Core Courses Required of all Majors.
**Prior to enrollment, students must meet the clearance requirements for working with children.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN FAMILY AND CONSUMER SCIENCES EDUCATION (125 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
BSC 150 OR 152	3	NFM 102*	3
BSC 151 OR 153	1	S 150	3
M 150	3	C 150	3
UNIV 101	2	C 151	1
FCS 101*	2	M 155	3
ED 199	2	ED 150	1
	16		17

Application to School of Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
CS 150	3	EPSY 260	3
FCS 203	3	ARTS 250 OR MU 250	3
EPSY 250	3	NFM 210	3
SPED 216	3	FCS 251*	3
PEO 150/MS 101/HED 151	2	FCS 250	3
CD 200	3	FM 204	3
	17		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
FM 364	3	FCS 350	1
E 250 OR 251	3	ED 306	3
FCS 306	3	ED 308	3
NFM 311	3	FCS 309	3
FCS 304*	3	H 250 OR 251	3
English Proficiency Exam	3	Elective	3
	15		16

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ED 450	1	ED 430	12
RED 317	3		
FCS 408	3		
FCS 498*	1		
FCS 310	3		
Elective	3		
	14		12

Application for Professional Clinical Experience

*Profession of Family and Consumer Sciences Core CoursesRequired of all Majors.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN NUTRITION AND FOOD MANAGEMENT (NUTRITION) (130 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
C 150	3	C 152	3
C 151	1	C 153	1
M 151	3	S 150	3
FCS 101*	2	M 155	3
PEO 150/MS 101/HED 151	2	NFM 102*	3
UNIV 101	2		
	16		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
C 203	4	B 208	4
B 207	4	ECON 255	3
CS 150	3	MU 250 OR ARTS 250	3
SOC 250	3	H 250 OR 251	3
E 250 OR 251	3	NFM 210	3
	17		16

JUNIOR

First Semester	Credits	Second Semester	Credits
B 305	4	C 308	4
NFM 311*	3	NFM 321	4
MGT 301	3	NFM 410	3
SOC 310	3	MGT 304	3
FCS 250	3	Elective	3
English Proficiency Exam			
	16		17

SENIOR

First Semester	Credits	Second Semester	Credits
NFM 324	4	NFM 335	3
FCS 251	3	NFM 416	3
NFM 412	2	NFM 424	1
FCS 304*	3	NFM 418	3
FCS 308	3	FCS 498*	1
Elective	3	Elective	3
	18		14

*Profession of Family and Consumer Sciences Core Courses Required of all Majors.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN NUTRITION AND FOOD MANAGEMENT (FOOD MANAGEMENT) (120Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
C 150	3	C 152	3
C 151	1	C 153	1
M 151	3	S 150	3
FCS 101*	2	M 155	3
PEO 150/MS 101/HED 151	2	NFM 102*	3
UNIV 101	2		
	16		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
C 102	3	FCS 207	3
CS 150	3	ECON 255	3
ARTS 250 OR MU 250	3	H 250 OR 251	3
SOC 250 OR PSY 250	3	NFM 210	3
FCS 203	3	FCS 250	3
	15		15

JUNIOR

First Semester	Credits	Second Semester	Credits
MKT 300	3	MKT 303	3
E 250 OR 251	3	MGT 304	3
FCS 251*	3	NFM 311 OR NFM 307	3
MGT 301	3	NFM 321	4
NFM 418	3	Elective	3
English Proficiency Exam			
	15		16

SENIOR

First Semester	Credits	Second Semester	Credits
NFM 324	4	NFM 335	3
FCS 304*	3	NFM 424	1
FCS 310	3	FCS 412	3
BA 311	3	FCS 426	3
		FCS 498*	1
		Elective	3
	13		14

DEPARTMENT OF HEALTH SCIENCES

HEALTH AND PHYSICAL EDUCATION

The purpose of the program in Health and Physical Education at South Carolina State University is twofold. First, it provides a service program for all students of the University. This area consists of an instructional phase designed to promote health, knowledge, skill and an appreciation for leisure activities. This area includes current fitness and wellness concepts within the context of a diversified selection of physical activities (sports, games, rhythmics, aquatics and conditioning exercises).

Secondly, the program provides a professional element for the preparation of career workers in physical education, health education services, physical activity management and sport communication.

OBJECTIVES

General Objectives: The general objectives of the Health and Physical Education Program are:

1. To assure student's effectiveness in the workplace through solid preparation in content.
2. To perfect their professional qualities in cooperativeness, initiative, resourcefulness, and desire for continual self-improvement;
3. To prepare students in the personal qualities of mental alertness, emotional control, disposition, confidence, and courtesy, and
4. To provide appropriate instruction and modeling to prepare high-quality professionals who are good teachers, leaders, and citizens.

Specific Objectives:

1. In the area of instructional competencies, health and physical education majors are expected to:

    a. Demonstrate understanding and working knowledge of discipline-specific content;
    b. Utilize several methods of imparting the content, at the same time incorporating application of multiple motivational techniques;
    c. Show ability to organize materials and activities to create good learning situations;
    d. Master several techniques for obtaining the greatest learner participation;
    e. Plan work to be flexible in case of unforeseen situations;
    f. Utilize psychological and sociological principles involved in management and discipline within the instructional and activity setting;
    g. Demonstrate command of fundamental English for writing and speech;
    h. Show good judgment and skill in evaluation, taking into consideration individual differences;
    i. Utilize a variety of technological resources and techniques in the application of their disciplines.
    j. Utilize the principles of child growth and development as they relate to activity selection and teaching methods;
    k. Demonstrate skill in a wide variety of sports, games and teaching methods;
    l. Apply appropriate kinesiological and physiological principles in teaching and coaching.
    m. Utilize appropriate evaluation techniques for specific sports and other activity- and health-related activities;
    n. Utilize appropriate evaluation techniques to measure cognitive achievement.
    o. Demonstrate ability to write measurable behavioral objectives in the cognitive, affective and psychomotor domains.
    p. Construct written or skills tests or questionnaires that meet all designated criteria, including validity, reliability, and ap propriateness for age and skill levels.
    q. Develop a complete lesson plan including materials, objectives, teaching strategies and activities.

2. In the area of professional qualities, health and physical education majors are expected to:

    a. Work cooperatively and accept suggestions and criticisms;
    b. Take initiative and show resourcefulness;
    c. Be punctual and complete responsibilities;
    d. Observe and uphold college policies and practices;
    e. Desire self-improvement and work on such a program;
    f. Demonstrate knowledge of area-related organizations, associations, agencies, etc., and
    g. Exhibit a variety of interests and be socially aware.

3. In the area of personal qualities health and physical education majors are expected to:

    a. Show physical vitality, enthusiasm and mental alertness;
    b. Exercise emotional control and poise;
    c. Be well groomed, neat, and in good taste;
    d. Display confidence, cheerfulness and a sense of humor;
    e. Be friendly, understanding, courteous and tactful; and
    f. Demonstrate interest in children and in teaching and coaching.

PROGRAM REQUIREMENTS

Physical education majors must complete all requirements for admission to the College of Education, Humanities and Social Sciences Undergraduate Teacher Education Program. Students enrolled in approved options must complete the requirements of the selected program option. All specialized *(major or minor)* courses must be passed with a grade of C or higher. Uniforms are required for all physical activity classes.

Although some students plan to work in field-related areas other than teaching, no teacher education requirements may be waived for any reason, except as students meet Health Education Services, Sport Communication and Physical Activity Management requirements. All majors and minors are expected to participate in the intramural sports program or other co-curricular activities.

Major and Minor Programs

All students in this program must choose Physical Education as a major. Physical Education majors who pursue the teaching degree are employed as teachers and coaches. They may also elect to become recreation directors/supervisors, counselors, pool administrators, etc.

Graduates of the Sport Communication Option will be prepared for entry level positions in the sport industry as journalists, statisticians, sports information directors, graphic designers, media personnel, and athletic administrators for intercollegiate and professional athletic organizations.

Graduates of the Physical Activity Management Option will be qualified to pursue careers in private, commercial, public, military, and federal government sectors. Career opportunities could include, but are not limited to, employment in YM/YWCAs; Boys and Girls Clubs; national and local park and recreation departments; planned communities; public and commercial sector organizations; professional athletics; fitness clubs; sports facilities, sport retail outlets; assisted living and resident homes activity programs; intramural programs, and other sport-related agencies.

Graduates of the Health Education Services Option are prepared for employment as educators in industry or any of the numerous governmental or voluntary agencies.

All majors may be eligible to enter advanced degree programs in their major in their option, or in related fields.

SPORT COMMUNICATION OPTION (SCO)

The Sport Communication Option (SCO) is an interdisciplinary program that prepares students to pursue careers within the areas of sport and broadcast media. The purpose of this option is to provide a program of study that offers an opportunity for students to apply the theoretical and practical dimensions of sport electronic, print, and broadcast media. Students who complete the program requirements will earn a B.S. degree in Physical Education with an option in Sport Communication. The degree recipient will NOT qualify for teaher certification in Physical Education.

The SCO curriculum is comprised of three elements: General Education courses (48 credit hours), Professional specialized courses (69 credit hours), and Electives (9 credit hours) for a total of 126 credit hours. The specialized courses in the SCO curriculum provide the student with an understanding of human movement and the sociological, physiological, and psychological aspects of sport. In addition, these courses provide competency in skills relating to print broadcast, and electronic media.

Program Requirements

Requirements for students seeking admission into the SCO include completion of the general education curriculum, a minimum cumulative grade point average of 2.5, an admissions interview, and two letters of recommendation. *Students will not be admitted into the SCO until they successfully complete the admissions interview.* Students must maintain a minimum cumulative grade point average of 2.5 while enrolled in the program and in order to graduate from the program. Students will be required to complete a minimum of 200 hours in supervised pre-professional experiences during their enrollment in specific courses and prior to enrolling in the practicum course. The 3-credit-hour practicum course must be taken during the final semester of enrollment. The practicum requires a minimum of 52 hours of professional experience. A minimum grade of "C" is required in each specialized course.

PHYSICAL ACTIVITY MANAGEMENT (PAM)

The Physical Activity Management (PAM) Option will prepare students to pursue careers in the area of leisure services. The area of leisure services entails developing and implementing projects or programs, and providing other services as deemed appropriate to meet the needs of recreational, amateur, and professional sport organizations. Students who complete the program requirements will earn a B.S. degree in Physical Education with an option in Physical Activity Management. The degree recipient will NOT qualify for teacher certification in Physical Education.

The PAM curriculum is comprised of three elements: General Education (48 credit hours), Professional specialized courses (69 credit hours), and Electives (9 credit hours), for a total of 126 credit hours. The specialized courses in the PAM option will provide the students with competency in the planning, organizational, and managerial skills necessary to successfully manage and implement sport-related programs.

Program Requirements

Requirements for students seeking admission into the PAM option include completion of the general education curriculum, a minimum cumulative grade point average of 2.0, a successful admissions interview, and two letters of recommendation. *Students will not be admitted into the option until they have successfully completed the admissions interview.* Students must maintain a minimum cumulative grade point average of 2.0 while enrolled in the program and in order to graduate from the program. Students will be required to complete a minimum of 200 hours of supervised pre-professional experiences during their enrollment in specific courses and prior to enrolling in the practicum course. The 3-credit-hour practicum course must be taken during the final semester of enrollment. The practicum requires a minimum of 52 hours of professional experience. A minimum grade of "C" is required in each specialized course.

HEALTH EDUCATION SERVICES (HES)

The Health Services program prepares graduates for entry level positions in the health care industry, while allowing the student to explore a variety of jobs in the health care field. Graduates may work in areas such as community health promotion or education services within voluntary health agencies, or they may explore options for graduate school. The degree recipient will NOT qualify for teacher certification in Health or Physical Education.

The HES curriculum is comprised of three elements: General Education courses (48 credit hours), Professional specialized courses (69 credit hours), and Electives (9 credit hours) for a total of 126 credit hours. The specialized courses in the HES curriculum provide the student with competency in skills needed in health-related careers in community health, public health and health education

Program Requirements

Requirements for students seeking admission into the HES include completion of the general education curriculum, a minimum cumulative grade point average of 2.5, a successful admissions interview, and two letters of recommendation. *Students will not be admitted into the option until they have successfully completed the admissions interview.* Students must maintain a minimum cumulative grade point average of 2.0 while enrolled in the program and in order to graduate from the program. Students will be required to complete a minimum of 200 hours of supervised pre-professional experiences during enrollment in specific courses and prior to enrolling in the practicum course. The 2-credit-hour seminar course must be taken during the final semester of enrollment. The seminar requires a minimum of 52 hours of professional experience. A minimum grade of "C" is required in each specialized course.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (126 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 IntroUniv Comm	2	E 151 Eng Comp/Comm	3
E 150 Eng Comp/Comm	3	CS 150 Comp Technology	3
BSC 150 Biological Science	3	CSC 150 Chemical Science	4
BSC 151 Biol Science Lab	1	**OR both PSC 150 and 151**	
M 150-154 Quant Reasoning	3	PSC 150 Physical Science	3
S 150 Fund of Speech	3	PSC 151 Physical Sci Lab	1
HED 151 Pers/Comm Health	2	M 155 Intro to Math Model	3
		ED 199 Intro to Education	2
		ED 150 Education Seminar	1
	17		16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS/MU 250 or D 254	3	B 209 Anat and Physiology	4
PE 200 PE for Pre- Mid Sch	3	EPSY 260 Prin of Learning	3
EPSY 250 Hum Growth/Dev	3	E 250 or 251 World Lit	3
HED 214 First Aid/Safety	3	PE 202 Adm/Super of PE/At	3
H 250 or 251World Civil	3	PE 204 Teach Indiv Sports	1
PE 203 Teach Team Sports	1	PE 210 Hist & Prin of PE..	3
PE 205 Rhy and Folk Dance	1		
	17		17

Admission to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
PE 208 Swimming	1	PE 300 Exercise Science Lab	1
PE 322 Kinesiology	3	PE 301 Exercise Physiology	3
RED 317 Teach Readin/Cont	3	ED 308 Sem I Gen Tch Meth	3
ED 306 History & Phil of Ed	3	PE 304 Rec & Outdoor Ed	3
PE 303 Eval & Measurement	3	PE 319 Adapted Phy Ed	3
PE 308 Psy Asp Mot Perf.	3	ECON 250 or 255 Econ	3
ED 350 Seminar	1		
	17		16

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Sem II: Special Meth	3	ED 430 Prof Clinical Exp.	12
ED 450 Senior Educ Seminar	1		
HED 250 Afri-Amer Health	3		
PE 303 Eval & Measurement	3		
PE 410 Coach & Officiating	1		
Elective	3		
Elective	3		
	17		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICAL EDUCATION Option: Health Education Services (126 CREDITS)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 IntroUniv Comm	2	E 151 Eng Comp/Comm	3
E 150 Eng Comp/Comm	3	CS 150 Comp Technology	3
BSC 150 Biological Science	3	CSC 150 Chemical Science	4
BSC 151 Biol Science Lab	1	**OR both PSC 150 and 151**	
M 150-154 Quant Reasoning	3	PSC 150 Physical Science	3
S 150 Fund of Speech	3	PSC 151 Physical Sci Lab	1
HED 151 Pers/Comm Health	2	M 155 Intro to Math Model	3
		ED 199 Intro to Education	2
		ED 150 Education Seminar	1
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS/MU 250 or D 254	3	B 209 Anat and Physiology	4
E 250 or 251 World Lit	3	EPSY 260 Prin of Learning	3
EPSY 250 Hum Growth/Dev	3	HED 160 Con Comm Health	3
HED 214 First Aid/Safety	3	PE 202 Adm/Super of PE/At	3
H 250 or 251World Civil	3	PE 204 Teach Indiv Sports	1
PE 203 Teach Team Sports	1	PE 210 Hist & Prin of PE	3
PE 205 Rhy and Folk Dance	1		
	17		17

Admission to Health Educ Services

JUNIOR

First Semester	Credits	Second Semester	Credits
PE 300 Exercise Science Lab	1	HED 204 Hlth Ed Elem Sch	3
PE 301 Exercise Physiology	3	HED 213 Cont Hlth Issues	2
RED 317 Teach Readin/Cont	3	HED 304 Consumer Health	2
ED 306 Hist & Phil of Ed.	3	PE 208 Swimming	1
PE 303 Eval & Measurement	3	PE 322 Kinesiology	3
PE 200 PE for Pre- Mid Sch	3	ECON 250 or 255 Econ	3
ED 350 Education Seminar	1		
	17		14

SENIOR

First Semester	Credits	Second Semester	Credits
ED 450 Senior Educ Seminar	1	HED 302 Pub & Envir Hlth	3
HED 250 Afri-Amer Health	3	HED 401 Mental Hygiene	3
PE 308 Psy Asp Mot Perf.	3	HED 408 Health Ed Seminar	2
PE 319 Adapted Physical Ed	3	PE 304 Rec & Outdoor Ed	3
PE 410 Coach & Officiating	1	Elective	3
Elective	3		
	14		14

Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICAL EDUCATION
Option: Physical Activity Management
(126 CREDITS)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 IntroUniv Comm	2	E 151 Eng Comp/Comm	3
E 150 Eng Comp/Comm	3	CS 150 Comp Technology	3
BSC 150 Biological Science	3	CSC 150 Chemical Science	4
BSC 151 Biol Science Lab	1	**OR both PSC 150 and 151**	
OR both BSC 152 and 153		PSC 150 Physical Science	3
M 150-154 Quant Reasoning	3	PSC 151 Physical Sci Lab	1
S 150 Fund of Speech	3	M 155 Intro to Math Model	3
HED 151 Pers/Comm Health	2	ED 199 Intro to Education	2
		ED 150 Education Seminar	1
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS/MU 250 or D 254	3	E 250 or 251 World Lit	3
EPSY 250 Hum Growth/Dev	3	ECON 250 or 255 Econ	3
H 250 or 251World Civil	3	EPSY 260 Prin of Learning	3
HED 214 First Aid/Safety	3	HED 250 Afri-Amer Health	3
PE 203 Teach Team Sports	1	PE 200 PE for Pre- Mid Sch	3
PE 205 Rhy and Folk Dance	1	PE 204 Teach Indiv Sports.	1
PE 208 Swimming	1		
	15		16

Admission to Phys Act Mgmt

JUNIOR

First Semester	Credits	Second Semester	Credits
B 209 Anatomy and Phys	4	ED 306 Hist & Phil of Ed.	3
PE 202 Adm/Super of PE/At	3	ED 350 Ed Seminar	1
PE 308 Psy Asp Mot Perf.	3	PE 210 Hist & Prin PE	3
PE 310 Int Ph Act/Leis Mgt	3	PE 300 Exercise Science Lab	1
PE 312 Res & Tech Asp	3	PE 301 Exercise Physio	3
RED 317 Teach Read/Cont	3	PE 314 Prof Issues in PAM.	3
	16		17

SENIOR

First Semester	Credits	Second Semester	Credits
ED 450 Senior Educ Seminar	1	PE 304 Rec & Outdoor Ed	3
PE 303 Eval & Measurement	3	PE 400 Sport Marketing	3
PE 319 Adapted Physical Ed	3	PE 413 Legal Issues in Sport	3
PE 322 Kinesiology	3	PE 415 Phys Act Mgt Prac	3
PE 410 Coach & Officiating	1		
Elective	3		
Elective	3		
	17		12

Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICAL EDUCATION
Option: Sport Communication
(126 CREDITS)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 IntroUniv Comm	2	CS 150 Comp Technology	3
E 150 Eng Comp/Comm	3	E 151 Eng Comp/Comm	3
BSC 150 Biological Science	3	ED 150 Education Seminar	1
BSC 151 Biol Science Lab	1	ED 199 Intro to Education	2
OR both BSC 152 and 153		PSC 150 Physical Science	3
M 150-154 Quant Reasoning	3	PSC 151 Physical Sci Lab	1
S 150 Fund of Speech	3	OR CSC 150 Chemical Sci.	
HED 151 Pers/Comm Health	2	M 155 Intro to Math Model	3
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS/MU 250 or D 254	3	E 250 or 251 World Lit	3
EPSY 250 Hum Growth/Dev	3	ECON 250 or 255 Econ	3
H 250 or 251World Civil	3	EPSY 260 Prin of Learning	3
HED 214 First Aid/Safety	3	HED 250 Afri-Amer Health	3
PE 203 Teach Team Sports	1	PE 200 PE for Pre- Mid Sch	3
PE 205 Rhy and Folk Dance	1	PE 204 Teach Indiv Sports	1
PE 208 Swimming	1		
	15		16

Admission to Sport Communication

JUNIOR

First Semester	Credits	Second Semester	Credits
B 209 Anatomy and Phys	4	BC 202 Broadcast Prod	3
BC 201 Intro Broadcasting	3	PE 210 Hist & Prin of PE	3
ED 306 History & Phil of Ed	3	PE 300 Exercise Sci Lab	1
ED 350 Education Seminar	1	PE 301 Exercise Physiology	3
PE 202 Adm/Super of PE/At	3	PE 304 Recr & Outdoor Ed	3
PE 308 Psy Asp Mot Perf.	3	Elective	3
	17		16

SENIOR

First Semester	Credits	Second Semester	Credits
ED 450 Senior Educ Seminar	1	BC 401 Sports Broadcasting	3
PE 303 Eval & Measurement	3	PE 400 Sport Marketing	3
PE 319 Adapted Physical Ed	3	PE 413 Legal Issues in Sport	3
PE 322 Kinesiology	3	PE 420 Pract in Sport Comm	3
PE 410 Coach & Officiating	1		
RED 317 Teach Read/Cont	3		
Elective	3		
	17		12

Application for Graduation

NURSING

MISSION

The Program of Nursing at SCSU is nationally accredited by the Commission on Collegiate Nursing Education (CCNE) and by the South Carolina State Board of Nursing. The mission of the Nursing Program articulates with the mission of the University. The Program of Nursing is com-mitted to providing an affordable and accessible, quality evidenced-based undergraduate, program. The programs three tracks *(Prelicensure, RN-BSN, and LPN-BSN)* prepares nurses who are capable of providing nursing care to individuals, families and groups in the community in a variety of settings. Upon completion of the Program, students will become eligible to take the NCLEX-RN examination. All nursing students will obtain a Bachelor of Science degree in Nursing. South Carolina State University graduates nurses who are capable of responding to the health needs of society.

GOALS

The Nursing Program achieves its mission in articulation with the mission of South Carolina State University by performing the following:

1. Recruiting, retaining, and graduating diverse nurses from diverse backgrounds who are capa-ble of meeting the health needs of the individual, families, and groups in the community and who are committed to life long learning.
2. Recruiting and retaining a diverse group of faculty who are pre-pared at the doctoral level and who model life long learn-ing characteristics.
3. Implementing and enhancing collaborative relationships between the Nursing Program and community organization.

PROGRAM OBJECTIVES

At the completion of the program South Carolina State Uni-versity nursing graduates will be able to:

1. Analyze the nursing process in all interactions to promote higher levels of wellness.
2. Synthesize principles of teaching/learning process to facil-itate positive client-directed outcomes.
3. Evaluated the outcomes of care to maximize adaptive responses of clients at various levels of prevention.
4. Analyze the results of scholarly research to improve client care.
5. Assume responsibility for self, for their nursing role, and their professional development.
6. Utilize leadership behaviors to influence individuals and groups toward goal setting and goal achievement in all levels of wellness.
7. Participate in the care of diverse clients.

Nursing offers a three track program leading to a Bachelor of Science degree in Nursing.

PROGRAM REQUIREMENTS

1. **Entering Freshmen**

   Freshmen who meet requirements for South Carolina State University may declare nursing as a major and enroll in required pre-nursing courses. Students who have success-fully completed pre-nursing courses must apply to the Nursing Program for acceptance into the nursing major. The students academic performance is evaluated and preference for admission into the nursing major is given to those with the strongest academic background.

2. **Acceptance Into the Nursing Major***

   The minimal requirements for acceptance into the nursing major are:

   a. Cumulative GPA of 2.8 in all university work.
   b. Successful completion of all courses required by the department.
   c. A grade of "C" or better in all natural science and mathematics courses.

3. **Progression Within the Nursing Major**

   The minimal requirements for a student to progress with-in the nursing major are:

   a. Cumulative GPA of 2.5 in all university work.
   b. A grade of "80" or better in all nursing courses.
   c. Adherence to the repetition requirements.
   d. Successful completion of all nursing courses before enrolling in the final semester of course work.
   e. Must obtain passing scores on ATT test before progressing from one nursing course to the next nursing course.

   * Students with the highest GPA and students who have not repeated science courses will be given priority.

4. **Repetition Policy**
   a. A student may repeat only one nursing course to improve the grade to a "80" or better; failure to do so will result in dismissal from the nursing major.

      a. A student may repeat only one nursing course, one nat-ural science course and one mathematics course once to improve the grade to a "C" or better, failure to do so will result in inability to progress in the nursing major.
      b. Students who make a D or F in an upper division nursing course must apply through the Program of Nursings Director to continue in the nursing program. Available space for placement in the upper division is a contingency influencing the semester when the student may continue.
      c. Students who make a total of two failing grades (D or F) in upper division courses will be dismissed from the nursing major .

5. **Grading For Nursing Courses:**

Nursing courses require a passing grade of at least a "B" in theory and in the clinical. Failure in either component will require repetition of both since theory and clinical are important integrated entities.

6. **Other Requirements**

a. All students must show and maintain current proof of liability insurance and CPR certification before pro-gressing in the clinical nursing courses.

b. Before entering the clinical nursing courses students must have a health record in the student health center, showing proof of current HBV immunizations, physical examination, and PPD which are reviewed.

c. Students must provide for their own transportation to classes and clinical agencies. The University does not reimburse for mileage to clinical sites.

d. Students may have to attend clinical rotations in the evening and/or the weekend.

e. At the completion of each clinical course, **students** will be required to take the appropriate ATT Achievement examinations. Any student not achieving at the appropriate percentile will be required to complete remedial work before being allowed to register for the next semester nursing courses.

f. A student withdrawing from the program for more than one semester must petition for readmission.

g. A student convicted of a crime must inform the chair-person of the Department of Nursing. Conviction of a crime *(other than a minor traffic violation)* could make a person ineligible to take the licensing exam.

Readmission Policy

Readmission to the nursing program is contingent on avail-ability of space. Students with the highest GPA have priority for readmission.

Students who are in good standing but have not returned after one or more semester *(summer excluded)* must file an application for readmission with the University. Additionally, an application for readmission to the nursing major must be completed and returned 90 days prior to the semester of readmission. Forms may be obtained from the Department of Nursing or the admissions office.

Any student who has been out of the nursing program 24 months or more will be required to validate knowledge from courses previously taken. This may be done in the following way: Completion of ACT PEP examinations in each of the clinical courses previously taken.

Policy for Transfer Student Admission

Transfer students must meet the following criteria:

Cumulative GPA of 2.8.

Readmission after Voluntary Withdrawal

A student who is dismissed for academic failure (failed two nursing courses) may be evaluated for readmission under the following circumstances:

a. Be un-enrolled in the Program of Nursing for 12 months post dismissal.
b. Make a formal (re)application to the Program
c. At the time of reapplication, submit a statement that addresses the reason(s) for the failure, outlines what the student has done to ensure success in the Program and why the student should be readmitted. The statement must be *written by the student.*
d. Have a personal interview with the Student Affairs Committee. In addition, the Student Affairs Committee will review the students complete record, including all clinical evaluations and interview faculty from coursed in which the student had difficulty before a decision for readmission is made.
e. Readmission to the Program is not guaranteed.

Readmission after Voluntary Withdawal

a. The Program of Nursing Admission's Committee will act upon all requests for readmission. **Readmission to the Program is not automatic.**

b. A student who withdrew voluntarily should submit a new application for admission to the Program of Nursing. The new application should include a typewritten letter stating the circumstances that resulted in the students withdrawing from the program and reason(s) that readmission to the program is justified.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN NURSING (127-128 Credit Hours) PRELICENSURE

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English Comp. I	3	E 151 English Comp. II	3
PE 150 or MS 101/HED 151	2	CS 150 Computer Science	3
C 150 Chemistry I	3	C 152 Chemistry II	3
C 151 Chemistry Lab	1	C 153 Chemsitry Lab	1
UNIV 101	2	S 150 or 250/ET 250	3
M 151	3	NURS 101 Prof. Deve.	1
B 150 General Zoology	4		
Total	18		14

SOPHOMORE (33 Credit Hours)

First Semester	Credits	Second Semester	Credits
B 201 Compar. Vert. Anat.	4	B 202 Intro to Vert. Physio	3
B 305 Microbiology	4	NFM 311 Human Nutr.	3
M 155 Math Modeling	3	E 250/E251 Humanities	3
NURS 201 Fund. I	3	NURS 211 Fund. II	3
NURS 210 Intro. to Nurs.	2	NURS 220 Pharmacology	2
		NURS 240 Hlth. Assess.	2
Total		16	17

JUNIOR (30 Credit Hours)

Frist Semester	Credits	Second Semester	Credits
*ECON or GOVT.	3	EPSY 250 Ed. Psy.	3
ARTS 250/MU 250/D254	3	NURS 360 Nurs. Research	3
PSY 307/M 208	3	NURS 361 Childbearing	5
NURS 351 Adult Health I	5	NURS 371 Adult Health II	5
Total	14		16

SENIOR (32 Credit Hours)

First Semester	Credits	Second Semester	Credits
H 250 or H 251	3	HU 250 (AA Experience)	3
PSY 250 Gen. Psy	3	Elective	3
NURS 401 Psych. Nursing	5	** NURS 431 Comm. Nurs.	5
NURS 420 Prof. Issues	1	NURS 451 Leadership	4
Total	17		15

* Select Econ 250 or 255, ET 255, FCS 251

** Students may take Nurs 471 (Script) for Community Nursing or NURS 431 (6 credits) with approval from Nursing Program Director

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN NURSING (127-128 Credits) LPN-BSN

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English Comp I	3	E 151 English Comp	3
PE 150,/MS 101/ HED 151	2	CS 150/151Comp Sci	3
C 150 Chemistry I	3	C 152 Chemistry II	3
C 151 Chemistry I Lab	1	C 153 Chemistry II Lab	1
UNIV 101 Intro to Univ	2	S150 or 250 or ET 250	3
M 151 Algebra	3	NURS 101	1
B 150 Zoology	4		
	18		14

SOPHOMORE

First Semester	Credits	Second Semester	Credits
B 201 Comp Vert Anat	4	B 202 Vert Physiology	4
B 305 Micro Biology	4	E 250 or E 251	3
*NFM 311	3	M 155	3
*NURS 201	3	*NURS 211	3
*NURS 210	2	*NURS 220	2
		NURS 240	2
	16		17

JUNIOR

First Semester	Credits	Second Semester	Credits
*ECON 250 or GOV250	3	EPSY 250	3
ARTS, MU 250 or D 254	3	NURS 360	3
PSY 307 or M 208	3	#NURS 361	5
#NURS 351	5	#NURS 371	5
	14		16

SENIOR

First Semester	Credits	Second Semester	Credits
H 250 or H 251	3	AA Experience HU 250	3
PSY 250	3	Elective	3
NURS 401	1	**NURS 431	6
#NURS 420	5	NURS 451	4
#NURS 421	5		
	17		16

*Select Econ 250 or 255, ET 255, FCS 251 or PS 252

**Students may take Nurs 471 (Script) for Community Nursing or 431 (6 credits)

***Vlidation tests in the department

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN NURSING (127—128 Credits) RN-BSN

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
B 201 or 207	4	CS 150/151	3
Natural Science	4	B 202 or 208	4
B 208	4	S150/250 or ET 250/BA 311	3
PSY 250	3	NFM 311	3
	18		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
M 151	3	M 155	3
ESPY 250	3	E 250	3
Arts 250/Mu 250/ D 254	3	***NURS 211	3
H 250/251	3	***NURS 220	2
***NURS 210	2	NURS 240	2
***NURS 201	3	PE 150 /MS 150/ HED 151	2
	17		15

JUNIOR

First Semester	Credits	Second Semester	Credits
**ECON 250 or GOV250	3	NURS 330	3
M 208 OR PSY 307	3	NURS 360	3
NURS 301	5	*NURS 361	5
*NURS 351	5	*NURS 371	5
Elective	3	Elective	3
Total	19		19

SENIOR

First Semester	Credits	Second Semester	Credits
HU 250	3	***NURS 431	5
*NURS 401	5	NURS 451	4
*NURS 421	5	NURS 481	1
Total	13		10

NURS 471 Rural Interdisciplinary Practicum 6 credits **Summer Session or NURS 431+5 credits **Regular Session.**

**Select Econ 250, Econ 255, ET 255, FCS 251 or PS 252

***Students may take NURS 471 (Script) for Community Nursing or NURS 431

***Validation per current RN Licensure

COURSE PLAN GUIDE FOR LPN-BSN APPLICANTS

In order to facilitate matriculation in the LPN-BSN cur-riculum, greater flexibility is offered in transfer and accep-tance of general education requirements. To graduate, the University requires a student to have 30 hours of credits in residence. The following outlines the required courses, those accepted by transfer, or CLEP, or testing out.

I. Non-Nursing courses which may transfer from previous College work*:

CREDITS	COURSE	COURSE TITLE
3	English 150	English Composition and Communication
3	English 151	English Composition and Communication
6	Math 151/155	College Algebra/Intro to Math Modeling
8	Chemistry 150 & 151	Chemistry
	Chemistry 152 & 153	Chemistry
3	Computer Science 150/151	Intro to Computers with Applications
3	Speech 150 or S250 or	Fundamentals of Speech Communication
	ET 250 or BA311	Technical Communications
4	Biology 201	Comparative Anatomy
4	Biology 202	Comparative Physiology
4	Biology 305	Intro Microbiology
3	Educ. Psy 250	Human Growth and Development (lifespan)
3	Nutrition & Food 311	Nutrition and Food Management
3	Math 208 or Psy 307	Statistics
12	Humanities	(Foreign Language, Philosophy, Art History, Music, Literature, Drama, HU250, Econ, or Govt., or Religion)
6	Electives	
2	PE 150 or MS 150 or HED 150	
3	Psychology 250	
2	University 101	
72	Total	

*Remedial work not accepted

II. Courses for which credit may be awarded through the College-Level Examination Program (CLEP).

SCSU	CLEP	CREDIT HRS
English 150	Freshmen English	3
English 151	Analysis and Interpretation of Literature *(essay section required)*	3
Educ Psy 250	Human Growth & Development	3
Psychology 250	General Psychology	3
Math 151	Mathematics *(General Exam)*	*3*
	Total	15

III. The LPN student may validate the following courses with ACT/PEP, if desired

Courses	Course Title	Credits
NFM 311	Nutrition and Food Management	3
Nursing 210	Nursing Science I (Theory) (Standardized Test and Skills validation Required)	3
	Total	6

IV. The LPN student may receive credits for two of the fol-lowing courses if there is successful completion of ACT/PEP test

	Course Title	Credits
Nursing 101	Professional Nursing Development	1
Nursing 201	Fundamentals I	3
Nursing 210	Introduction to Professional Nursing	2
Nursing 211	Fundamentals II	3
Nursing 220	Pharmacology	1
Nursing 351	Adult Health Problems I	5
Nursing 361	Childbearing Family	5
Nursing 371	Adult Health Problems II	5
Nursing 421	Nursing of Infants, Children and	

Adolescents	5
Total	30

The purpose of the LPN-BSN at South Carolina State Uni-versity is to provide an opportunity for licensed practical nurs-es to obtain their RN license and a bachelors degree in nurs-ing. The program will introduce the LPN students to profes-sional nursing while preparing the LPN-BSN students to suc-cessfully pass the NCLEX examination, to further enhance their professional development and work in a variety of health care settings. Inherent in this is the responsibility of being committed to health promotion, health teaching, nurs-ing research, leadership and management, and continued pro-fessional development.

COURSE PLAN GUIDE FOR RN-BSN APPLICANTS

Each RN student will want to plan his/her own course of study to meet individual needs and goals. There may be times when one can opt out of a course requirement but one chooses to undertake the course to strengthen learning and for self-development. To graduate, the University requires a student to have at least 30 hours of credit in residence.

The following outlines the required courses, those accepted by transfer and CLEP are offered as possibilities and as ways to expedite a more workable course of study for RN-BSN students.

I. Non-Nursing courses which may transfer from previous College work*:

CREDITS	COURSE	COURSE TITLE
3	English 150	English Composition and Communication
3	English 151	English Communication and Communication
3	Math 151	College Algebra
3	Math 155	Math Modeling
4	(TBA)	Natural Science with a Lab Component
3	Computer Sci 150	Intro to Computers with Applications
3	Speech 150 or S 250	Fundamentals of Speech Communications
4	Biology 201 or 207	Mammalian Anatomy
4	Biology 202 or 208	Humn Physiology
4	Biology 305	Intro to Microbiology
3	Educ. Psy 250	Human Growth and Development
3	NFM 311	Nutrition and Food Management
3	M 208 or PSY 307	Statistics
3	Social/Behavioral Sci	Economics or Government
12	Humanities	(Art Appreciation, Music Appreciation, World Hist., World Literature, Drama, HU 250 AA Exper).
3	PSY 250	General Psychology
9	Free Electives	
2	Physical Education 150 or MS 150 or HED 151	
72	Total	

*Remedial work not accepted

II. Courses for which credit may be awarded through the College-level Examination Program (CLEP).

SCSU	CLEP	CREDIT HOUR
English 150	Freshman English	3
English 151	Analysis and Interpretation of Literature *(essay section required)*	3
Educ Psy 250	Human Growth & Development	3
Psychology 250	General Psychology	3
Math 151	Mathematics *(General Exam)*	3
	Total	15

III. All RNs will receive credits for the following courses:

	Course Title	Credits
Nursing 210/211	Fundamentals of Nursing I & 2	6
Nursing 210	Intro. To Professiona Nursing	2
Nursing 351	Adult Health Problems I	5
Nursing 361	Childbearing Family	5
Nursing 371	Adult Health Problems 2	5
Nursing 401	Psychiatric Mental Health Nursing	5
Nursing 421	Infant, Child, Adolescent	5
	Total	33

IV. Required Nursing Courses for RNs

Courses	Course Title	Credits
Nursing 240	Health Assessment	2
Nursing 301	Professional Transitions in Nursing	2
Nursing 360	Research in Nursing	3
Nursing 431*	Community Health	5
Nursing 450	Prof Leadership & Mgmt.	3
Nursing 481	Independent Study Cultural Diversity in Health Care	1
	Total	16

*Students may take NURS 471 (SCRIPT) or NURS 431

LPN-BSN COMPLETION TRACK

V. Required Courses

All students Prelicensure, RN-BSN, and LPBN-BN are chal-lenged academically, professionally, and personally. It is the Department vision to produce high functioning nurses capable of providing quality health care delivery in rural and urban areas based on sound scientific/critical thinking in all levels of nursing interventions.

SPEECH PATHOLOGY AND AUDIOLOGY

The mission of the Department of Speech Pathology and Audiology is to educate students to function effectively as speech-language pathologists and audiologists who serve the communicative needs of various populations in a variety of work settings. An overall goal is to produce thinking, feeling professionals who accept the idea that all individuals who so desire the opportunity to prepare themselves for a productive life can with the only limitations being those imposed by their abilities.

OBJECTIVES

The objectives of the Department of Speech Pathology and Audiology undergird those of the College of Business and Applied Professional Sciences. The objectives are as follows:

1. Foster the development of an environment in which faculty and students can exercise their creativity and satisfy their curiosity through an involvement in scholarly activities;

2. Provide the information and experiences that will enable students to demonstrate an understanding of the processes underlying normal communication as well as the nature of disordered communication;

3. Provide academic and practicum experiences designed to prepare students to deliver appropriate intervention, in a variety of work settings, for individuals with speech, hearing and language disorders;
4. Prepare students to institute preventive measures for those children who may otherwise develop communicative disorders.
5. Familiarize students with current information, issues and trends in communicative disorders and related disciplines;
6. Promote the intellectual growth and professional development of all students in the program;
7. Assess and evaluate the degree to which students demonstrate their acquisition of relevant professional competencies as they progress through the program; and
8. Offer diagnostic and habilitative services to those persons in the community who have speech, hearing, or language problems, with emphasis on underserved populations.

PROGRAM OFFERINGS

The Department of Speech Pathology and Audiology offers (SPA) training programs leading to the Bachelor of Arts and the Master of Arts degrees in Speech Pathology and Audiology. In addition to the training program, the Department of Speech Pathology and Audiology operates the Speech-Language-Hearing Clinic to serve students from the University and clients from a five-county area. The clinic provides hearing evalua-tions and appropriate intervention for persons with speech and language disorders. Students at the University may obtain services at the clinic through referral from the fresh-man speech and hearing screening, the junior speech profi-ciency test, individuals acting on behalf of the students, and in response to their personal requests. Clients from the surrounding communities are accepted through appointments.

PROGRAM REQUIREMENTS

Students majoring in speech pathology and audiology are required to satisfactorily complete a minimum of thirty-seven semester hours of courses in that discipline. Each student majoring in speech pathology and audiology must pass examinations in speech proficiency and phonetic transcription as a requirement for graduation. Certification by the state Department of Education requires that students majoring or minoring in speech pathology and audiology take Psychology 204, Educational Psychology 250, 260, Education 306, Speech 250, and Speech Education 430 (SPAE 402 for SPA students).

Students who minor in speech pathology and audiology must satisfactorily complete twenty-one semester hours in speech pathology and audiology, including SPA 209, 211, 214, 220, 330, and 340.

Progression within the SPA major. The minimum requirements for students to be retained in the major are:

1. Cumulative GPA of 2.5 in all university work.
2. A grade of "C" or better in all SPA courses.
3. Adherence to the repetition requirements.
4. Successful completion of all SPA courses before enrolling in the final semester of course work.

Repetition Policy. The following requirements will be enforced:

1. A student may repeat only one English/speech arts course, one natural science course, one mathematics course ONCE to improve the grade to "C" or better. The policy includes courses taken at South Carolina State University and/or other institutions.

2. A student may repeat only **one** SPA course to improve the grade to "B" or better. Failure to do so will result in dismissal from SPA. This policy includes courses taken at South Carolina State University and/or other institu-tions.

3. A student earning a "D" or "F" in any two SPA courses may not continue in SPA.

4. A student earning the grade of "D" or "F" in any SPA course may not progress to the next SPA course and must improve the grade to "B" or better the next time the course is taken.

Other Requirements

1. All students must show and maintain current proof of malpractice insurance before progressing in clinical practicum. They must also have received the hepatitis vaccine and attended the Blood-Borne Pathogen Workshop.

2. Students are only eligible to take the specialty area examination (National Examination in Speech Pathology and Audiology N.E.S.P.A.) during the last semester of required discipline specific courses.

3. SPA students are required to make passing scores on the PRAXIS I and the state-mandated score (530) on the PRAXIS II specialty area examination (NESPA) prior to graduation.

4. Students are required to take and pass, with a "C" or better, Education 306, SPA 320, SPA 330, SPA 391, to become eligible to take the examinations above.

5. Students are required to present passing scores for all parts of the PRAXIS I (Reading, Writing, Mathematics) in order to enroll in SPA 493.

No grade below "C" in a major course will be accepted for credit toward graduation in the Department of Speech Pathology and Audiology.

MAJOR PROGRAM

Speech Pathology and Audiology The major in speech pathology and audiology provides the academic and practicum experiences needed to function as speech therapists and to support graduate study in the profession. The curriculum emphasizes the types of communicative disorders, diagnostic procedures, and the development and implementation of rationales for treatment. Formal training for speech-language pathologists and audiologists begins with an undergraduate degree in the discipline and extends through one or more grad-uate degrees.

The speech pathology and audiology required curriculum offers two options: **Option 1** includes the Professional Clinical Experience (*"Practice Teaching")* and leads to teacher certification by the South Carolina Department of Education (SCDOE); **Option 2** is the non-SCDOE certification option and includes additional coursework in lieu of the Professional Clinical Experience. The curriculum is the same for both options, ***with the exception of the Senior Year Second Semester.***

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN SPEECH PATHOLOGY AND AUDIOLOGY (128 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
M 150	3	M 155	3
BSC 150	3	B SC 152	3
BSC 151 Lab	1	BSC 153 Lab	1
UNIV 101	2	HED 151	2
A 250/MU 250/D 254	3	H 250/251	3
Total	15		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
EPSY 250	3	E 250/251	**3**
CS 150	3	S 250	3
FCS 251	3	EPSY 260	3
SPA 203	1	SPA 204	1
SPS 209	2	SPA 211	3
SPS 214	3	SPA 220	3
Elective	1		
Total	16		16

JUNIOR

First Semester	Credits	Second Semester	Credits
ED 306	3	SPA 340	**3**
PSY 204	3	SPA 350	3
SPA 320	3	SPA 360	3
SPA 330	3	SPA 392	1
SPA 391	1	Elective	1
SPA 330	3	SW 250	3
PSC 150 or 152	3	SPED 216	3
PSC Lab 151 (or 153)	1		
Total	20		17

SENIOR -OPTION 1

First Semester	Credits	Second Semester	Credits
SPA 493	3	SPAE 402	12
SPA 460	3	*Elective*	3
SPA 470	3		
SPA 480	3		
SPA 491/2	1		
Elective	3		
Elective	1		
Total	17		15

SENIOR -OPTION 2

First Semester	Credits	Second Semester	Credits
SPA 493	3	SPA 401	3
SPA 460	3	SPA 461	3
SPA 470	3	SPA 490	3
SPA 480	3	SPA 499	3
SPA 491/2	1	*SPA 492-01/02*	3
Elective	3	Elective	3
Elective	1		
Total	17		18

DEPARTMENT OF MILITARY SCIENCE

The Department of Military Science is an academic subdivi-sion of the College of Business and Applied Professional Sciences and con-ducts all Army Reserve Officers Training Corps (ROTC) activities. The department offers instruction not only in military skills, but also practical working knowledge in human rela-tions, management, responsibility, physical fitness, problem solving, and leadership. All contracted cadets are paid a subsistence allowance of $300, $350 and $450-$550 per month for freshmen (ROTC level 1) through seniors (ROTC level IV respectively and approximately $900 for attending the Leader Development and Assessment Course (LDAC).

OBJECTIVES

Students who satisfactorily complete the Senior Division Army Reserve Officers Training Corps Program may be commissioned as Second Lieutenants and serve in the active or reserve component of the United States Army.

PROGRAM OFFERINGS

All students are encouraged to pursue, as electives, Basic Course ROTC studies for a period of two years. These courses may be taken in lieu of physical education. This is a prerequi-site for enrollment in the Advanced Course unless the student is participating in the Advanced Placement Program or the Two-Year Commissioning Program. The Advanced Course is a two-year program which includes attendance at Leader Development and Assessment Course (LDAC) a (six-week summer training camp at Ft. Lewis, WA).

PROGRAM REQUIREMENTS

Basic Course ROTC

To participate in the basic program, students must meet the following requirements:

1. Be enrolled as students at the University or in the cross-enrolled program;
2. Be physically qualified. (Program is no more strenuous than the basic physical education programs of the University);
3. Comply with loyalty requirements and not be a conscien-tious objector; and

4. Ensure that foreign students receive approval from Headquarters, Department of the Army.

Advanced Course ROTC

To participate in the advanced course programs, students must meet the following requirements:

1. Meet the requirements for the Basic Course (as discussed in Program Offerings above);
2. Complete satisfactorily an Army medical examination;
3. Be selected by the Professor of Military Science (PMS);
4. Be enlisted in the Army Reserve Control Group (ROTC);
5. Agree to accept a commission, if offered, and serve for a prescribed period (normally three years) on active duty, in the Army Reserve, or Army National Guard;
6. Be a citizen of the United States;
7. Be at least seventeen years of age;
8. Be eligible for appointment as a Second Lieutenant prior to reaching thirty years of age;
9. Comply with loyalty requirements;
10. Meet all requirements prescribed by the Department of the Army.

Prerequisites for Commissioning a Second Lieutenant

1. Attain a baccalaureate degree.
2. Satisfactorily complete the following Military Science (MS) courses:

MS COURSE NUMBER

*101, 102 [Asterisk (*) indicates that selected personnel
*201, 202 may satisfy Basic Course requirements as stated
321, 322 in Two-Year Commissioning Program.
421, 422

3. Satisfactorily complete Advanced Camp, Ft. Lewis, WA. usually the summer between the junior and senior years. Students must be proficient in swimming prior to attendance at Advanced Camp.

4. Additionally, students must satisfactorily complete at least one undergraduate course from each of three designated fields of study: written communications, human behavior, and military history. Only under exceptional cir-cumstances will the Region Commander grant waivers for these courses. Recommended courses are as follows:

   Written Communication Skills (e.g. E 111, 150, 151, 302, or 318)
   Human Behavior (e.g. any basic psychology or sociology course such as PSY 201 or SOC 201)

   Military History (History 300 Military History of the United States, History of the U.S. from 1877)

   Computer Literacy (CS 105, CS 150 or CS 205)

5. The student must be recommended for a commission by the PMS.

GENERAL INFORMATION

Uniform and Equipment: The Military Science Department provides each ROTC student with all required training equipment, including uniforms and textbooks. The student will turn in the uniforms at the end of the semester. Failure to do so at the completion of the semester will result in a grade of "I" or "F", depending on whether the uniform is returned within the first nine weeks of the succeeding semester.

Two-Year Commissioning Program: Under this program, students are afforded the opportunity to be commissioned as Second Lieutenants after only two years of ROTC. This program is designed for junior and community college graduates, students who failed to complete any or all of the Basic Course, students entering a two-year postgraduate course of study, or veterans.

1. Advanced Placement Program: On a case-by-case basis students may be given advanced placement credit for experiences gained through junior ROTC or prior military service. Veterans military service may serve as total credit for the Basic Course and allow them to be eligible for the Advanced Course. Applicants for the junior ROTC placement credit must take a written examination to determine their level of entry into the ROTC program.

2. **Leaders Development Course (LTC):** Credit for the Basic Course may be granted for a select number of students (approximately thirty annually) who attend Basic Camp at Ft. Knox, KY; during the summer. Students are paid for attendance at this six-week camp.

3. **ROTC Compression Program:** Freshman and sophomore students may "compress" the normally four-year senior ROTC program into three to three and one-half years by taking two regularly scheduled MS courses in one semester (e.g. MS 101 and 201 or MS 102 and 202, simultaneously). The purpose of this program is to ensure outstanding students, who did not enroll in ROTC continuously beginning their freshman year, are eligible for entry into the Advanced Course along with their peers without having to attend LTC or ROTC Summer Program. Compression is an action that requires "unusual circumstances," and approval must be by the PMS.

Leadership Laboratory: All MS courses require attendance at Leadership Lab on Felton Field every Thursday from 3:45 to 5:15 p.m. The PMS may approve absences under exceptional circumstances, such as a student being enrolled in another academic class or conflicts with in-season athletic requirements. Leadership Lab is a very important and valuable part of the Military Science program. Failure to attend will result in lowering of the ROTC grade, with excessive absences resulting in a final grade of "F".

Simultaneous Membership Program (SMP): Full-time students who are already in the Army Reserve or National Guard and have at least two years remaining before gradua-tion are eligible for this program. If officer slots are available, students will continue to serve with their Reserve or Guard units as Officer Trainees with a minimum pay grade of E-5 (higher if already attained). SMP students will receive drill pay while participating in USAR drill and annual training, plus full Advanced Course allowances. ROTC summer training will excuse the student from annual training with his USAR unit. Students can earn between $10,000 and $15,000 while enrolled in SMP.

Distinguished Military Student and Graduate Pro-grams: Outstanding students are designated as Distinguished Military Students at the beginning of the fourth year of Military Science. Upon gradu-

ation, if these students continue to remain outstanding, they may be designated as Distinguished Military Graduates.

Special Military Training: During summer months, selected ROTC cadets attend Airborne, Air Assault, Cadet Troop Leading Training. This is some of the best taught and most challenging instruction in the world.

EXTRACURRICULAR PROGRAMS

1. **Ranger Company:** This unit is designed to prepare students for Ranger, Airborne, and Air Assault Training and to ensure high placement at Advanced Camp. Training includes mastery of military skills (i.e., patrolling, land navigation, hand-to-hand combat, etc.), physical readiness (includes physical and swimming tests), and development of leader ship, self-confidence, and problem-solving tecniques. A military board will be established at the beginning of each semester to select students based on motivation, results of the Armys Physical Readiness Test, ROTC grades, overall GPA, and ROTC instructor recommendation. MSIs, with the exception of scholarship students, are not eligible for the Ranger Company during the fall semester.

2. **Color Guard:** Basic ROTC students are eligible to participate in the color guard. The color guard hon ors our country at homecoming, Founders Day, com missioning ceremonies, commencement convocations, parades, and other commemorative ceremonies.

3. **Pershing Rifles:** This is a special organization, which supports the ROTC experience. Occasionally, it en ters state and national competition and performs in such events as fancy drill and precision drill competi tion. Membership is open to both males and females who have a GPA of at least 2.50, have previous ROTC experience (hopefully on a drill team), and are at least sophomores in collegeand enrolled in the ROTC program. All ROTC scholarship winners are eligible.

4. **National Society of Scabbard and Blade:** This is a national honor society for outstanding ROTC ca dets. It enhances their development toward a pro ductive military career. Special guest speakers pro vide informative discussions on a variety of military subjects. Membership is limited to Advanced Course students and all ROTC scholarship winners, who have an overall GPA of 2.70 and an ROTC GPA of 3.00.

5. **ROTC Advanced Course Club:** The airm of the club is to provide members with the experience of functioning in an organization similar to the one in the Active Army, wherein, through cooperative effort and fellowship, they may promote military social events as well as community activities.

COLLEGE OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES

DEPARTMENTS

EDUCATION

EARLY CHILDHOOD

ELEMENTARY

SPECIAL EDUCATION

MIDDLE AND SECONDARY EDUCATION PROGRAMS

ENGLISH & MODERN LANGUAGES

ENGLISH

FRENCH

SPANISH

HUMAN SERVICES

COUNSELOR EDUCATION

CRIMINAL JUSTICE

REHABILITATION COUNSELING

SOCIAL WORK

SOCIAL SCIENCES

HISTORY

POLITICAL SCIENCE

PSYCHOLOGY

SOCIOLOGY

VISUAL & PERFORMING ARTS

ART

DRAMA

MUSIC

COLLEGE OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES

The College of Education, Humanities, and Social Sciences includes the following departments: Education, English and Modern Languages, Human Services, Social Sciences, and Visual and Performing Arts. Each department offers comprehensive programs of instruction, as well as other educational and professional experiences that contribute to the total development of the individual. This heterogeneous group of disciplines embraces the development of critical thinking, fluent expression in writing and speech, sensitivity to ethical and aesthetic standards, a knowledge and understanding of history and culture, and a commitment to the preparation of certified teachers and professional personnel.

OBJECTIVES

1. To offer quality instruction designed to develop knowledge, educational horizons, analytical ability, and balanced judgment.
2. To foster the development of generic and professional competencies necessary for careers in Teacher Education, English and Modern Languages, Counselor Education, Criminal Justice, History, Political Science, Psychology, Rehabilitation Counseling, Social Work, Sociology, Art, Drama, and Music.
3. To provide students an opportunity to reach high standards of intellectual achievement in their academic pursuits.
4. To obtain and maintain programmatic accreditation in all disciplines as applicable.
5. To facilitate, through curricular content, professional experiences and academic advising, the intellectual, social, and emotional growth and development of all students served by the College.
6. To increase students sensitivity to an appreciation of the interrelationships of the disciplines in the College.

DEGREES

The College of Education, Humanities, and Social Sciences confers three undergraduate degrees. The degree of Bachelor of Arts is conferred upon students who have majored in drama, english, modern languages, and social sciences; the degree of Bachelor of Science is conferred upon students who have majored in criminal justice, psychology and the various education programs; the degree of Bachelor of Social Work is conferred upon students who have completed the requirements for the major in social work.

Programs in Rehabilitation Counseling and Counselor Education are graduate programs and are detailed in the Universitys Graduate catalog.

DEPARTMENT OF EDUCATION

The Department of Education is the professional unit responsible for the preparation of educational personnel for South Carolina public schools: grades K-12, elementary and secondary. The unit prepares teachers, counselors, principals and superintendents. It also collaborates with the College of Business and Applied Professional Sciences in the preparation of speech correctionists and the School of Graduate Studies to prepare principals and superintendents.

The unit has adopted the Competency/Performance Based Model that produces graduates with distinctive qualities and characteristics. The organizing theme, which reflects the purpose of the Teacher Education Program, is: "The Professional Educator as an Effective Performer, Reflective Decision Maker, and Humanistic Practitioner." Consistent with the purpose evidenced in this theme, the Teacher Education Program produces graduates who are: (1) effective performers, (2) reflective decision-makers, (3) humanistic practitioners.

CANDIDATE PROFICIENCIES

1. The Candidate Proficiencies for Initial and Continuing Preparation of all Teachers at SCSU:

OUTCOME 1: DEVELOPING EFFECTIVE PERFORMERS

Knowledge

A. Candidates know subject matter content and pedagogy.
B. Candidates know and understand how students learn and develop.
C. Candidates have knowledge of skills and competencies delineated in professional, state, and institutional standards.

Skills

A. Candidates demonstrate competence in subject matter knowledge and pedagogy.
B. Candidates demonstrate an understanding of how students learn and develop, and plan instruction accordingly.
C. Candidates are able to demonstrate competencies delineated in professional, state, and institutional standards.

Dispositions

A. Candidates are committed to presenting accurate content.
B. Candidates appreciate and plan lessons for diverse learning styles and abilities.

OUTCOME 2: CREATING REFLECTIVE DECISION MAKERS

Knowledge

A. Candidates know how to use reflection, current research and best practices to improve instruction.
B. Candidates have knowledge of how reflection improves instruction and assessment strategies.
C. Candidates are aware of their own strengths, weaknesses, and biases.

Skills

A. Candidates use research, best practice and reflection in planning, implementing, and assessing student learning.

B. Candidates use student feedback and reflection in making instructional decisions.
C. Candidates use self evaluation and reflection in making decisions about professional performance and growth.

Dispositions

A. Candidates assume the professional responsibility to stay abreast of current research and best practice.
B. Candidates realize the importance of using student feedback and reflection in making instructional decisions.
C. Candidates value the use of self evaluation and reflection to improve classroom performance and professional growth.

OUTCOME 3: ENHANCING HUMANISTIC PRACTITIONERS

Knowledge

A. Candidates understand other cultures and customs.
B. Candidates know a variety of instructional and evaluation strategies for diverse student populations.

Skills

A. Candidates plan lessons for diverse student population considering their backgrounds, interests, abilities, and learning styles.
B. Candidates demonstrate the ability to encourage positive interactions among students from diverse cultures within the school environment.

Dispositions

A. Candidates demonstrate an appreciation for diverse cultures and customs.
B. Candidates are committed to making the school environment a place which fosters positive interactions with people from diverse cultures.

OBSERVATION-PARTICIPATION REQUIREMENTS

All teacher-education majors are required to complete a minimum of 150 clock hours of observation participation activities, beginning with the second semester of the freshman year and culminating at the end of the junior year or the semester prior to entering the student teaching program. These activities are coordinated through the CEEC Office and integrated into professional courses. Each semester following enrollment in these courses, instructors provide students with information about observation-participation requirements.

Students studying in the field are supervised and evaluated by university instructors and field-based supervisors. Documentation of field experiences is utilized in recommending students for graduation from an approved program in teacher education.

SERVICE LEARNING/PRE-STEP

The Department of Education strives to promote hands-on learning that provides education majors opportunities for development of skills, attitudes, dispositions, and understanding about teaching and learning through Service Learning/Pre-STEP. One hundred-fifty hours (150) of field experience are required of all majors to engage in a variety of community and school experiences beginning with the freshman year and continuing to the senior year prior to student teaching/internship. All education courses require students to apply theory to practice through service-learning/pre-step.

RETENTION

The Department of Education, through the matriculation process and monitoring procedure seeks to retain students by facilitating the development of those skills and competencies, which are required for becoming effective teachers. When students fail to remediate academic deficiencies, which prohibit them from progressing to the next level within the identified time frame, the Department of Education, reserves the right to guide these students out of the Teacher Education Program.

PROGRAM OFFERINGS

BASIC UNDERGRADUATE AND ADVANCED CERTIFICATION PROGRAMS

THE DEPARTMENT OF TEACHER EDUCATION OFFERS THE BACHELORS DEGREE (APPROVED CERTIFICATION PROGRAMS) IN THE FOLLOWING AREAS:

	Grade Span
Art Education	K-12
Biology Education	9-12
Business Education	9-12
Chemistry Education	7-12
Dramatic Arts (Speech and Drama)	7-12
Early Childhood Education	K-3
Elementary Education	1-5
English Education	7-12
Family & Consumer Science Education	7-12
Mathematics Education	7-12
Music Education, Choral	K-12
Music Education Instrumental	K-12
Physical Education	K-12
Social Studies Education	7-12
Special Education	K-12
Educable Mentally Disabled	
Emotionally Disabled	
Learning Disabilities	
Speech Pathology (Speech Correctionist)	K-12
Industrial Technology Education	9-12

IBM CENTER FOR PEDAGOGY AND APPLICATION OF COMPUTER TECHNOLOGY (C-PACT)

C-PACT is designed to support the instructional objectives of both undergraduate and graduate courses related to principles of teaching and learning. Pre-service and in-service teachers utilize this on-campus laboratory (*located in Turner Hall, D-Wing*) to apply the principles of teaching and learning in simulated classroom situations. Through the use of interactive videodiscs, students assess, review, strengthen, and apply their understanding of knowledge and skills related to the context and process of teaching, as well as their knowledge of research, which undergirds teaching and learning.

FELTON LABORATORY SCHOOL

The Felton Laboratory School is an integral part of the Teacher Education Program. It serves as a professional laboratory in which prospective teachers gain preclinical and clinical experiences through consulting, observing, and practicing under the supervision of veteran teachers. In addition, the laboratory school serves as a center for research in child development. A Director and an Assistant Director who serve as principals administer the school. They are responsible to the Chair of the Department of Education.

THE CENTRALIZED FOR ADMISSION, RETENTION & EVALUATION (CARE) CENTER

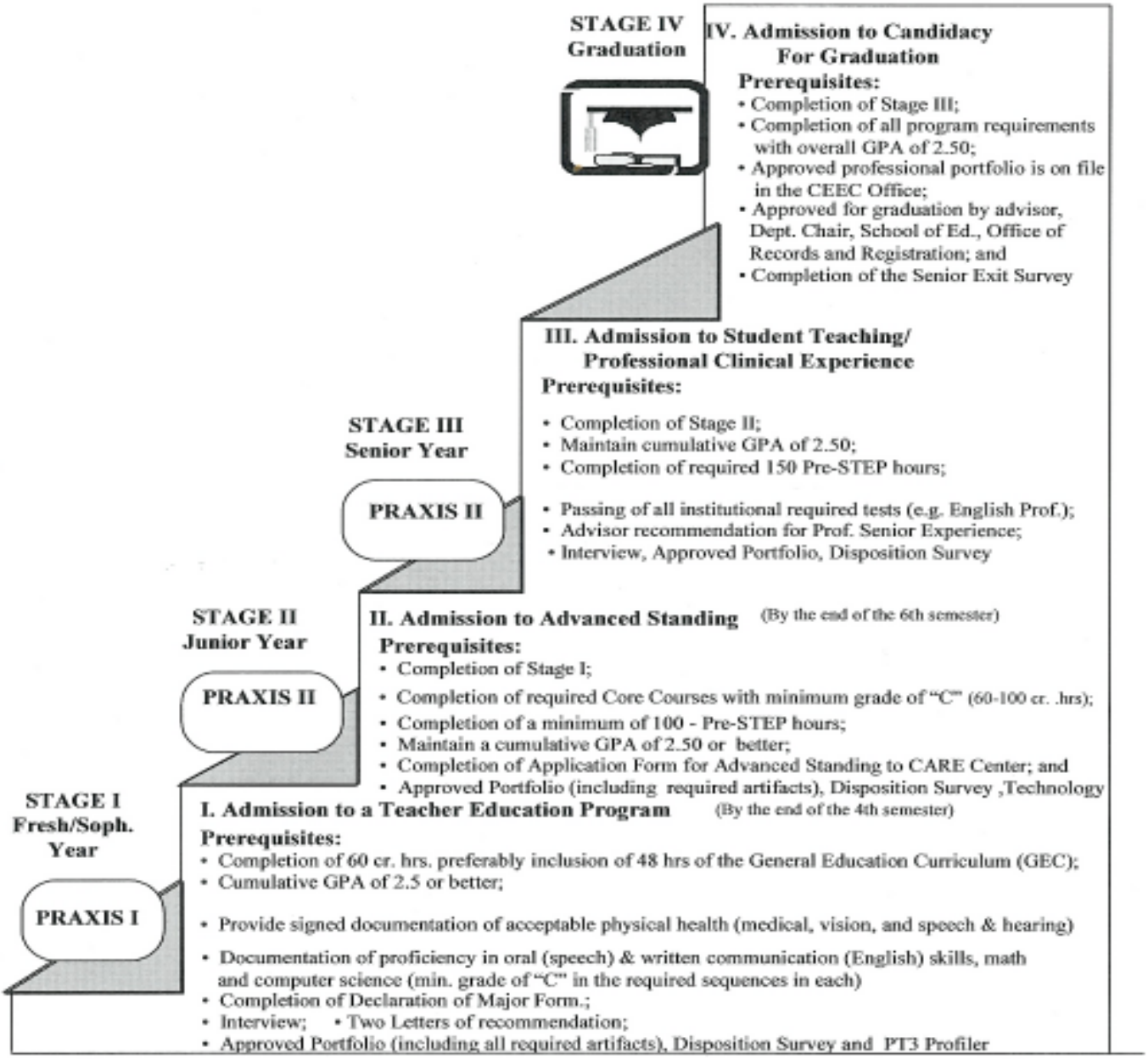
The Centralized Admission, Retention and Evaluation CARE Center is responsible for admitting and monitoring students to the Department of Education and the 17 undergraduate content areas of the Teacher Education Department. The CARE Center monitors and completes Stage I in the Matriculation Process in the Department of Education. The Advisement Process includes Praxis I and Praxis II referrals to enhance the competence of students committed to becoming a certified teacher. Referral and placement services provide an opportunity for students to be retained within the department through early assessment, monitoring class performance, test results and advisement. All student folders are evaluated and monitored by the CARE Center to comply with all the required State and NCATE standards and the Department of Education Matriculation Process.

TECHNOLOGY/ASSESSMENT LABORATORY OF THE LEWIS LEARNING LABORATORY

Education majors and faculty members of the Department of Education utilize the Technology/Assessment Center as an integral component of all education courses. The center is housed, in Turner Hall, A-Wing, Room 109. The Technology/Assessment Center of Lewis Learning Laboratory has been established to: 1) promote technology and assessment competency among education majors through curriculum and advisement; 2) apply technology-based learning materials according to ISTE Standards 3) create teacher preparation and content technology mediated learning environment courses; 4) facilitate clinical and on-going mentoring support for education majors and faculty. The center works to empower students and faculty to use technology to enhance the continuous assessment of teaching, assessment and learning effectiveness. Service areas include an electronic network of tutorial services; technology assessment and evaluation, digitized media activities and reflective technology practices. The center is aided by an established electronic classroom, housed in Room 121A.

Admission and Monitoring Matriculation Process for Education Foundation Programs
Department of Education, South Carolina State University

Each stage of the matriculation process provides adequate opportunity for teacher educators to monitor the progress of students toward predefined criteria to be achieved within an identified time frame. (Stages I-IV)



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Revised Fall 2002
Center for Pedagogy Application of Computer Technology (C-PACT)

OFFICE OF CLINICAL EXPERIENCE EVALUATION CERTIFICATION (CEEC)

The purpose of the CEEC Office is to enhance the total teacher education program by providing supportive services for the basic teacher education unit. The five areas of support services are: admission processing for undergraduate teacher education programs; retention through record keeping; clinical experience activities; and evaluation of records and certification recommendation.

This office also guides advanced-level teacher education majors through a program of supervised teaching and related activities. Preclinical supportive coordination of field experiences and student travel related to the professional education courses are processed here. In addition to this, the CEEC Office serves as a dissemination center for students and teacher-education faculty. It generally provides for the scheduling of activities directly related to teacher education and training for persons concerned with assessing student teacher performance.

TRANSFER STUDENTS

Students who transfer to South Carolina State University from another college and are desirous of entering an undergraduate teacher education program must have their transcripts evaluated by a designated official in the Office of Enrollment Management. The chair of the department (housing the elected teaching option) will initiate the processing of the student for admission to teacher education. (*See Transfer Credit as it appears in Catalog.)*

When students have met the requirement as specified in the matriculation process (see previous page), they are eligible for admission to the Teacher Education Program. All transfer students will have one complete academic year to clear the admission requirements for the Teacher Education Program, excluding the Professional Clinical Semester. No transfer students may enroll in the Professional Clinical Semester unless they have been admitted to the Teacher Education Program.

SOUTH CAROLINA STATE UNIVERSITY STUDENTS WHO CHANGE MAJORS

Students who desire to change their program of study, involving a transfer from a non-teaching option to a teaching option (intra- or inter-departmental), must follow the procedures outlined in this university *Catalog.*

These students will have one academic year to complete the admission requirements of the Teacher Education Program, excluding the Professional Clinical Semester. Students who change their program of study may not enter the Professional Clinical Semester unless they have been admitted to Teacher Education, completed the prescribed curriculum sequence, and made formal application the semester prior to enrollment in the Professional Clinical Experiences course. Failure to comply with the previously mentioned requirements within one academic year will result in denial of admission.

Students must meet the admission requirements of the University and those of the Department of Education. All students who wish to transfer from other colleges or departments must adhere to the matriculation process and admission procedure, where applicable.

POST BACCALAUREATE STUDENTS SEEKING INITIAL CERTIFICATION

All students must be enrolled at South Carolina State University prior to requesting enrollment in the Teacher Education Program. The chair of the department where their intended teaching option is housed or the chairs designee must evaluate all students undergraduate programs. The advisor will provide each student with a listing of undergraduate requirements. Each student must follow an approved undergraduate program of study, except in those cases where graduate programs exist for initial certification.

A post-baccalaureate student who is desirous of receiving a recommendation from the Department of Education for an initial certification from the South Carolina Department of Education must meet the requirements as outlined in the matriculation process.

TEACHER EDUCATION COUNCIL

The Teacher Education Council is the designated policy advisory unit for teacher education. As the governance unit, it exercises control over courses, programs, and program changes in teacher education. The Council, with a chair appointed by the Dean, is composed of members of the faculty of the Department of Education and departments supporting programs in education, students and public school personnel. The scope and function of the Council are as follows:

1. The Council considers matters relating to and involving (a) curricular offerings, (b) admission, (c) selection and retention, (d) requirements for graduation and certification, and (e) program monitoring and evaluation;

2. The Council has the responsibility for adoption or rejection of recommendation relevant to programs for the preparation of teachers from various departments of the University;

3. The Council assumes responsibility for stimulating innovations for improved practices and new departure in programs in education; and

4. The Council serves to facilitate communication among the various departments of the University in matters affecting programs in the preparation of teachers.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION (132 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Education 199	2
Science Option I (BSC)	4	Science Option II (PSC)	4
Math 150 or 151	3	Math Education 104	3
Computer Science 150	3	Speech 150	3
Early Childhood 200	1	PE/MS 150 or HED 151	2
		*ED 150/1511152 Seminar	1
	16		18

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	Reading 206 or ECE 317	3
Political Science 252.	3	Ed. Psychology 260	3
Ed. Psychology 250	3	Physical Education 200	3
History 250 or 251	3	Child Development 201	3
CD 200	3	Special Education 216	3
Math 155	3	Art, Music 250 or D254	3
	18		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Math Education 300	3	*ECE 350 Seminar	1
Geography 305	3	Music Education 300	3
Early Childhood 313	3	Education 308	3
Education 306	3	Early Childhood 310	3
Reading Education 315	3	Art Education 315	3
SST 304	3	SC 300	3
	18		16

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
*ED 450 Seminar	1		
ED HU250	3		
Child Development 420	3		
Elective	3		
Elective	3		
	16		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION PROGRAM (131 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Special Education 216	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 15 3	1	PSC Lab 151 or 153	1
Math 150 or 151	3	PE/MS 150/HED151	2
Speech 150	3	Math 104	3
Computer Science 150	3	Education 199	2
		*ED 150,151 or 152	1
	18		18

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	Health Education 204	3
Reading 206	3	Reading Education 315	3
Ed. Psychology 250	3	Ed. Psychology 260	3
Physical Education 200	3	History 104	3
History 250 or 251	3	ECON 250/255 or PS 252	3
Math 155	3	ARTS 250, MU250, D254	3
	18		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Geography 305	3	MED 300	3
Education 300	3	Education 308	3
Education 306	3	Social Studies 304	3
Reading Education 318	3	Science Education 300	3
Music Education300	3	Education 320	3
ARED 315	3	*ED 350 Seminar	1
	18		16

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
ED HU250	3		
*ED 450 Seminar	1		
Elective	3		
Elective	3		
	13		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN SPECIAL EDUCATION (EDUCABLE MENTALLY DISABLED) (130 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	*ED 150,151 or 152	1
Science Option I (BSC)	4	Science Option II (PSC)	4
Math 150-154	3	MED 104	3
Computer Science 150	3	Speech 15	3
PE/MS 150/HED 151	2	Education 199	2
		17	16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	Special Education 217	3
ECON 250	3	Ed. Psychology 260	3
Special Education 216	3	History 250 or 251	3
Education Psych.250	3	Art/Music 250/Drama 254	3
Speech Pathology 209	2	Political Science 252	3
Math 155	3	Health Education 204	3
	17		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Music Education 300	3	PE 319 Adapted PE	3
Education 300	3	Education 308	3
SPED 332	3	Special Education 304	3
Special Education 320	3	Reading 315 or RED 317	3
Education 306	3	MED 300 or SPED 499	3
ARED 315 or SPED 423	3	SPED 350 Seminar	1
		SPED 327	3
	18		19

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
SPED 425	3	Education 430	12
ED HU 250	3		
Elective	3		
*ED 450 Seminar	1		
Elective	3		
	13		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN SPECIAL EDUCATION (EMOTIONALLY DISABLED) (130 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	*ED 150,151 or 152	1
Science Option I (BSC)	4	Science Option II (PSC)	4
Math 150 or 154	3	Math Education 104	3
Computer Science 150	3	Speech 150	3
PE/MS 150 or HED 151	2	Education 199	2
	17		16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	Special Education 219	3
ECON 250	3	Art/Music 250/Drama 254	3
Speech Pathology 209	2	Ed. Psychology 260	3
Special Education 216	3	History 250 or 251	3
Math 155	3	Political Science 252	3
Education Psychology 250	3	Health Education 204	3
	17		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
ARED 315 or SPED 423	3	SPED 327	3
Music Education 300	3	PE 319 Adapted PE	3
Education 300	3	Education 308	3
SPED 319	3	Special Education 304	3
Education 306	3	Reading Ed. 315 or 317	3
SPED 332	3	Math 300 or SPED 499	3
		*SPED 350 Seminar	1
	18		19

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
SPED 425	3	Education 430	12
ED HU 250	3		
Elective	3		
*ED 450 Seminar	1		
Elective	3		
	13		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN SPECIAL EDUCATION (LEARNING DISABILITIES) (130 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Speech 150	3
Science Option I (BSC)	4	*ED 150,151 or 152	1
Computer Science 150	3	Science Option II (PSC)	4
Math 150 or 154	3	Math 104	3
PE/MS 150 or Health 151	2	Education 199	2
	17		16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	Special Education 218	3
ECON 250 or 255	3	Speech 209	2
Art/Music 250/Drama 254	3	Ed. Psychology 260	3
Special Education 216	3	History 250 or 251.	3
Ed. Psychology 250.	3	Political Science 252	3
Math 155.	3	Health Education 204	3
		18	17

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Music Education 300	3	PE 319 Adapted PE	3
Education 300	3	Education 308	3
SPED 332	3	Special Education 304	3
Special Education 319	3	RED 315 or RED 317	3
Education 306	3	*SPED 350 Seminar	1
ARED 315 or SPED 423	3	Math 300 or SPED 499	3
		SPED 325	3
	18		19

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
SPED 425	3	Education 430	12
ED 450 Seminar	1		
Elective	3		
EDHU 250 Black Issues	3		
Elective	3		
	13		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ART EDUCATION (128 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
ARTS 115 Design Fund. I	3	ARTS 116 Design Fund.II	3
UNIV 101 Intro to Univ.	2	E 151 English Comp.	3
E 150 English Comp.	3	M 155 Math Modeling	3
M 150-154 Math	3	S 150/S 250 or ET 250	3
Any 150 Lab Sci. Lec.	3	Any Corresp. 152 Lab Sci.	3
Any 151 Lab Sci Lab	1	Any Corresp. 153 Lab Sci.	1
ED 199 Intro to Education	2	ED 150/151 or 152 Ed Sem.	1
Total	17		17

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 215 Drawing I	3	ARTS 217 Painting I	3
ARTS 218 Ceramics I	3	ARTS 221 Photo I	3
ARTH 215 Hist West Art I	3	ARTH 216 Hist West Art II	3
HED 151 Person Comm. Hlth	2	CS 150 Computer Tech	3
H 250 or 251 World Hist.	3	EPSY 260 Princ of Learn	3
EPSY 250 Human Growth Development	3	E 250 or 251 World Lit.	3
Total	17		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
ARTS 220 Sculpture I	3	ART 250 Art Appreciation	3
ARTS 219 Printmaking I	3	ARTS 315-355 Int/Adv	3
ARED 315 Art for Children	3	ARTH 420 Mod/Con Art	3
ED 306 Hist & Philosophy	3	ED 350 Art Ed Methods	1
HHU 250 or Cultural Aware	3	ED 308 Gen Teach Methods	3
ECON 250, 255 or PS 252	3	SPED 216 Intro to Ex Child	3
Total	18		16

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ARTS 315-355 Int/Adv	3	ED 430 Professional	
ARTH 415 African-Am Art	3	Clinical Experience	12
ED 450 Senior Ed Seminar	1		
ED 425 Sem II (Spec Meth)	3		
RED 317 Teaching Reading	3		
Total	13		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BIOLOGY EDUCATION (135-136 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Computer Science 150	3
Engineering Tech 250	3	Education 199	2
Math 155	3	Math 152	3
Biology 150	3	Biology 151Botany	4
Biology Lab 151	1	*Education 150,151 or 152	1
		HED151, MS101, PE150	2
	15		18

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
Art/Music 250/Drama 254	3	Biology 204	4
Chemistry 150/151	4	Chemistry 152	3
Biology 209	4	Chemistry Lab 153	1
Ed. Psychology 250	3	African-Amer. Exp. 250	3
Science 201	3	English 250 or 251	3
Special Education 216	3	Ed. Psychology 260	3
	20		17

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Economics 250 or 255	3	Education 308	3
Education 306	3	Biology 401	4
Physics 250	3	History 250 or 251	3
Physics Lab 251	1	Biology 403	4
Biology 305	4	IBES 350 Seminar	1
Biology 307	3	Physics 252	3
		Physics Lab 253	1
	17		19

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
Soci 250 or Psy 250	3		
Biology 410	1		
Elective	3		
*Education 450 Seminar	1		
Reading Education 317	3		
Elective	3		
	17		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BUSINESS EDUCATION (128 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
Math 151	3	Math 155	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153	1	PSC Lab 151 or 153	1
English 150	3	*Education 150,151 or 152	1
Computer Science 150	3	Business Admin 101	3
Health Education 151	2	Education 199	2
	17		16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	Ed. Psychology 260	3
Ed. Psychology 250	3	Economics 250	3
Accounting 207	3	Business Admin 201	3
ArtS 250/ Mu 250/or D254	3	Accounting 208	3
Speech 150 or 250	3	Business Admin 204	3
		History 250 or 251	3
	15		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Education 306	3	African-Amer Exp 250	3
Special Education 216	3	Management 316	3
Computer Science 161	3	Reading Education 317	3
Business Admin. 311	3	Education 308	3
Management 216.	3	Business Admin 309	3
Marketing 300.	3	Elective	3
		*BA 350 Seminar	1
	18		19

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
Management 412	3		
Business Admin 450	3		
Elective	3		
*Education Seminar 450	1		
	13		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY EDUCATION (134-136 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Computer Science 150	3
Chemistry 150	3	Chemistry 152	3
Chemistry Lab 151	1	Chemistry Lab 153	1
Math 155	3	Math 152	3
Engineering Tech. 250	3	Health Education 151	2
Education 199	2	*Education 150,151 or 152	1
	17		16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
Arts 250/Mu 250/D 254	3	African-Amer. Exp. 250	3
Ed. Psychology 250	3	Chemistry 307	3
Math 203	3	Chemistry Lab 317	1
Chemistry 306	3	Math 204	3
Chemistry Lab 316	1	Ed. Psychology 260	3
Science 201	3	Chemistry 201	4
Economics 250 or 255	3	Special Education 216	3
	19		20

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	Education 308	3
Physics 250	3	History 250 or 251	3
Physics Lab 251	1	*ICES Seminar 350	1
Chemistry 405	4	Physics 252	3
Education 306	3	Physics Lab 253	1
PSC 150 or 152	3	Elective	4
PSC Lab 151 or 153	1		
	18		15

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
Reading Education 317	3		
Chemistry 410	1		
Chemistry 407	4		
Chemistry 403	4		
Psy 250 or Soc 250	3		
*Education Seminar 450	1		
	19		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN DRAMA EDUCATION (127 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
English 150	3	English 151	3
Math 150 or 151	3	Math 155	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151or 153	1	PSC Lab 151 or 153	1
University 101	2	Education 199	2
P. E. 150/Health Ed. 151	2	Speech 150	3
Drama 254.	3	Computer Science 150	3
		*Education 150, 151 or 152	1
	17		19

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
Ed. Psychology 250	3	Speech 250	3
English 250 or 251	3	Ed. Psychology 260	3
HUM 250	3	Econ. 255/Pol. Sc. 252	3
History 250 or 251	3	Drama 206	3
Elective	1	Drama 302	1
Drama 205	3	Drama 309	3
	16		16

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Education 306	3	English 302	3
Drama 305	3	Special Education 216	3
English 403	3	Reading Education 317	3
Drama 301	3	Education 308	3
Drama 405	3	ARTS or MU 250	3
	15		15

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
Drama 201	1		
Drama 307	3		
*Education Seminar 450	1		
Elective	3		
Elective	3		
	14		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ENGLISH EDUCATION (130/131 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Computer Sc. 150 or 151	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153	1	PSC Lab 151 or 153	1
Math 150 or 151	3	Math 155	3
Education 199	2	Speech 150	3
P. E. 150/HED 151/MS101	2	*Education 150, 151 or 152	1
	16		17

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250	3	Special Education 216	3
English 201	3	English 202	3
Art/Music 250/Drama 254	3	Foreign Language 102	3
ECON 250 or 255	3	Ed. Psychology 260	3
Ed. Psychology 250	3	History 250 or 251	3
Foreign Language 101	3	English 251	3
	18		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
D309, E315, D301	2/3	Education 308	3
Reading Education 317	3	Speech 301	3
English 317	3	English 302	3
English 312	3	English 316	3
Education 306	3	English 318	3
English 403	3	*Education Seminar 350	1
	17/18		16

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
English 405	3		
English 406	3		
English 314	3		
Elective	3		
*Education Seminar 450	1		
	16		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN FAMILY AND CONSUMER SCIENCES (125 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Nutrition 102	3
BSC 150 or 152	3	Chemistry 150	3
BSC Lab 151 or 153	1	Chemistry Lab 151	1
Education 199	2	Math 155	3
Math 150 or 151	3	Speech 150	3
Family & Con. Sc. 101	2	*Education 150, 151 or 152	1
	16		17

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
Computer Science 150	3	African-Amer. Exp. 250	3
Family & Con. Sc. 203	3	Art/Music 250/Drama 254	3
PE150/MS150 Health 151	2	Ed. Psychology 260	3
Special Education 216	3	Nutrition 210	3
Ed. Psychology 250	3	Family & Con. Sc. 251	3
Child Development 200	3	Fashion Merch 204	3
	17		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
FCS 304	3	Education 306	3
Fashion Merch. 364	3	Education 308	3
English 250 or 251	3	Family & Con. Sc. 309	3
Family & Con. Sc. 306	3	History 250 or 251	3
Nutrition 311	3	*FCS Seminar 350	1
		Elective	3
	15		16

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Family & Con. Sc. 408	3	Education 430	12
Family & Con. Sc. 498	1		
Reading Education 317	3		
Family & Con. Sc. 310	3		
*Education 450	1		
Elective	3		
	14		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN HISTORY/SOCIAL STUDIES EDUCATION (131 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Education 199	2
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153	1	PSC Lab 151 or 153	1
Math 150 or 151	3	Math 155	3
PE 150/HED 151/MS 151	2	Speech 150	3
History 103	3	History 104	3
		*Education 150, 151 or 152	1
	17		19

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	+African-Amer. Exp. 250	
+Political Science 201	3	or History 315 or 316	3
Ed. Psychology 250	3	Ed. Psychology 260	3
History 200	3	+PS 252	3
Computer Science 150	3	History 250	3
+Psychology 250	3	ARTS 250/MU 250/D 254	3
		+Sociology 250	3
	18		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
History 251	3	Education 308	3
Special Education 216	3	+Geography 305	3
Education 306	3	+Sociology 310	3
History 223 or 224	3	History 310 or 312	3
History 301	3	Elective	3
Econ 250	3	*SST Seminar 350	1
	18		16

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
History 430	3		
H304, H403 or H404	3		
Reading Education 317	3		
*Education 450 Seminar	1		
	13		12

Application to Professional Clinical Experience
Application for Graduation

(+) Minimum grade C or better. This also applies to all Education and History courses.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN TECHNOLOGY EDUCATION (125 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Computer Science 150	3
Industrial Education 180	2	Engineering Tech. 250	3
Math 150 or 152	3	Math 155	3
HED 151	2	Industrial Education 122	3
Industrial Education 121	3	*Education 150, 151 or 152	1
	15		16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
BSC 150 or 152	3	ARTS 250/MU 250/D 254	3
BSC Lab 151 or 153	1	ETS 250Hist Tech & Science	3
Industrial Education 251	3	Ed. Psychology 260	3
Industrial Education 211	3	Industrial Education 381	3
Industrial Education 221	3	PSC 150 or 152	3
Ed. Psychology 250	3	PSC Lab 151 or 153	1
	16		16

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Education 308	3	English 250 or 251	3
History 250 or 251	3	Industrial Education 331	3
Industrial Ed. 326	3	Industrial Education 252	3
Industrial Ed. 241	3	Industrial Education 330	3
Industrial Education 301	3	Industrial Education 325	3
Industrial Education 410	3	*IE Seminar 350	1
	18		16

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
PS 252 American Govt	3		
*Education Seminar 450	1		
Reading Education 317	3		
Elective	6		
	16		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (127 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Education 199	2
Science Option I	4	Science Option II	4
Math 153 or 203	3	Math 163	3
Math 155	3	Speech 150 or 250 or Engineering Tech. 250	3
		*Education 150, 151 or 152	1
	15		16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	History 250 or 251	3
Math 215	3	Ed. Psychology 260	3
Math 237	3	Math 238	3
CS 150/151 (C107/111)	3	Math 207	3
Ed. Psychology 250	3	Economics 250 or 255 or Engineering Tech. 255	3
PE150/HED 151/MS101	2	Computer Sc. 161/171/205	3
	17		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Art/Music 250/Drama 254	3	Math 306	3
Math 305	3	Education 308	3
Education 306	3	Math 315	3
Special Education 216	3	African Amer. Exp. 250	3
Math 208	3	Math 490	3
Math 314	3		
	18		15

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
Math 404	3		
Reading Education 317	3		
*Education Seminar 450	1		
Elective	3		
Elective	3		
	16		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MUSIC EDUCATION-CHORAL/VOICE (135 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
MU107 Music Theory	2	MU 108 Music Theory	2
MU 127 Ear-Training	2	MU 128 Ear-Training	2
MU 103 Class Piano	1	MU 104 Class Piano	1
MU 115 Applied Voice	1	MU 116 Applied Voice	1
MU 021 Concert Choir	1	MU 022 Concert Choir	1
MU 150 Technology	3	MU 099	0
MU 099 Recital	0	E 151 English	3
E 150 English	3	M 155 Mathematics	3
M 150 Mathematics	3	PSC 150 or 152 Phys. Sci	3
UNIV 101	2	PSC Lab 151 or 153	1
		ED 199	2
		*ED 150, 151 or 152	1
	18		20

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear-training	2	MU 228 Ear-training	2
MU 215 Applied Voice	1	MU 216 Applied Voice	1
MU 023 Concert	1	MU 024 Concert	1
MU 099 Recital	0	SPED 216	3
S 150	3	MU 099	0
E 250	3	EPSY 260	3
EPSY 250	3	ECON 250/255	3
BSC 150 or 152	3	ARTS 250 or D 254	3
BSC Lab 151 0r 153	1	PE 150/HED 151	2
	19		20

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
MU 337 Music Hist. & Lit	3	MU 338 Music Hist. & Lit	3
MU 303 Conducting	2	MU 304 Choral Cond	2
MU 099 Recital	0	MUED 331 Brass Methods	1
MU 315 Applied Voice	1	MU 316 Applied Voice	1
MU 341 Woodwinds	1	MUED 302 Methods	3
MU 025 Concert Choir	1	H 250 or 251	3
HUMU 250 Hist Blk Music	3	MU 099 Recital	0
MUED 301 Methods	3	MU 026 Concert	1
ED 306	3	*ED Seminar 350	1
	17		15

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
MU 351 Class Percussion	1	ED 430 Clinical Exp	12
MU 361 Class Strings	1		
MU 404 Form & Anal	2		
MU 467 Senior Recital	1		
MU 027 Concert Choir	1		
MU 099 Recital	0		
MUED 425 Methods	3		
MU 415 Applied Voice	1		
*ED 450	1		
RED 317	3		
	14		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MUSIC EDUCATION-CHORAL/PIANO (133 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
MU107 Theory	2	MU 108 Music Theory	2
MU 127 Ear-Training	2	MU 128 Ear-Training	2
MU 099 Recital	0	MU 099 Recital	0
MU 105 Applied Piano	1	MU 106 Applied Piano	1
MU 021 Concert Choir	1	MU 022 Concert	1
MU 150 Music Technology	3	E 151	3
M 150	3	M 155	3
E 150	3	ED 199	2
UNIV 101	2	PSC 150 or 152	3
		PSC Lab 151 or 153	1
		*ED 150,151 or 152	1
	17		19

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear-Training	2	MU 228 Ear-Training	2
MU 205 Applied Piano	1	MU 206 Applied Piano	1
MU 023 Concert Choir	1	MU 024 Concert Choir	1
MU 111 Class Voice	1	MU 112 Class Voice	1
MU 099 Recital	0	MU 099	0
S 150	3	EPSY 260	3
BSC 150 or 152	3	SPED 216.	3
BSC Lab 151 or 153	1	E 250	3
EPSY 250	3	ARTS 250 or D 254	3
PE 150/HED 151	2		
	19		19

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
MU 337 Music Hist & Lit	3	MU 338 Music Hist & Lit	3
HUMU 250 Hist of Black Mu	3	MU 309 Choral Conducting	2
MU 303 Conducting	2	MU 306 Applied Piano	1
MU 305 Applied Piano	1	MU 026 Concert Choir	1
MU 025 Concert Choir	1	MU 099 Recital	0
MU 099 Recital	0	MUED 302 Music Methods	3
MUED 341 Woodwinds	1	MUED 331 Brass Methods	1
MUED 301 Mu Methods	3	H 250 or 251	3
ED 306	3	ECON 250 or 255	3
		*ED Seminar 350	1
	17		18

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
MU 351 Percussion	1	ED 430 Clinical Exp	12
MU 361 String Methods	1		
MU 404 Form & Anal	2		
MU 467 Senior Recital	1		
MU 405 Applied Piano	1		
MU 099 Recital	0		
RED 317	3		
MU 027 Concert Choir	1		
MUED 425 Methods	3		
*ED 450	1		
	14		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MUSIC EDUCATION-INSTRUMENTAL (140 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
Music 107 Music Theory	2	Music 108 Music Theory	2
Music 127 Ear Training	2	Music 128 Ear Training	2
Music 103 Class Piano	1	Music 104 Class Piano	1
Music Ensemble	1	Music Apply Major Inst	1
Music 099 Recital	0	Music Ensemble	1
Music Technology 150	3	Music 099 Recital Hour	0
Music Applied Major Instr	1	English 151	3
Math 150	3	Education 150, 151 or 152	1
University 101	2	Physical Science 150 or 152	3
English 150	3	PSC Lab 151 or 153	1
		Education 199	2
		Math 155	3
	18		20

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
Music 207 Music Theory	2	Music 208 Music Theory	2
Music 227 Ear Training	2	Music 228 Ear Training	2
Music Ensemble	1	Music Applied Major Inst	1
Music 111 Class Voice	1	Music Ensemble	1
Music 099 Recital Hour	0	Special Education 216	3
Speech 150	3	Music 099 Recital Hour	0
Biological Sci. 150 or 152	3	Education Psychology 260	3
Biological Sci. Lab 151 or 153	1	English 250	3
Education Psychology 250	3	Music 112 Class Voice	1
Music App Major Inst	1	ARTS 250 or D 254	3
PE 150 or HED 151	2		
	19		19

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
MU 337 Music Hist & Lit	3	MU 338 Music Hist & Lit	3
MU 303 Conducting	2	MU 309 Instr.Conduct	2
HUMU 250 Hist of Blk Mus	3	MUED 331 Brass Methods	1
MUED 341 Woodwinds	1	MUED 302 Music Methods	3
ED 306	3	H 250 or 251	3
MU Applied Major Inst	1	MU Applied Major Instr	1
MUED 301 Music Methods	3	MUED Ensemble	1
MUED Ensemble	1	MU 099 Recital Hour	0
MU 099 Recital Hour	0	ED 350	1
		ECON 250 or 255	3
	17		18

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits MU
351 Percussion	1	ED 430 Clinical Exp	12
MU 361 Strings	1		
MU 404 Form & Anal 2			
MU 467 Senior Recital	1		
MU Applied Maj. Ins	1		
MU 099 Recital	0		
RED 317	3		
MUED 027 Ensemble	1		
*ED 450	1		
MUED 425 Methods	3		
Electives	6		
	17		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (126 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Education 199	2
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151or 153	1	PSC Lab 151 or 153	1
Math 150-154	3	Mathematics 155	3
Speech 150	3	Computer Science 150	3
Health Education 151	2	Education 150,151 or 152	1
	17		16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
Art/Music 250/Drama254	3	HED 250	3
Physical Education 200	3	EPSY260	3
EPSY 250	3	English 250 or 251	3
Health Education214	3	Physical Education 202	3
History 250 or 251	3	Physical Education 210	1
Physical Education 203	1	Physical Education 204	1
Physical Education 205	1		
	17		14

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Physical Education 208	1	Physical Education 301	3
Physical Education 322	3	Physical Education 300	1
Reading Education 319	3	Physical Education 308	3
Education 306	3	Physical Education 304	3
Physical Education 303	3	Physical Education 317	3
Physical Education 308	3	ECON 250 or 255	3
*PE 350 Seminar	1		
	17		16

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
Education 450	1		
Health Education 250	3		
Physical Education 303	3		
Physical Education 410	1		
Elective	3		
Elective	3		
	17		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (127 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Education 199	2
Science Option I	4	Science Option II	4
Math 153	3	Math 163	3
Math 155	3	Speech 150 or 250 or Engineering Tech. 250	3
		*Education 150, 151 or 152	1
	15		16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	History 250 or 251	3
Math 215	3	Ed. Psychology 260	3
Math 237	3	Math 238	3
CS 150/151	3	Math 207	3
Ed. Psychology 250	3	Economics 250 or 255 or Engineering Tech. 255	3
PE150/HED 151/MS150	2	Computer Science 161	3
	17		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Art/Music 250/Drama 254	3	Math 306	3
Math 305	3	Education 308	3
Education 306	3	Math 315	3
Special Education 216	3	African Amer. Exp. 250	3
Math 208	3	Math 490	3
Math 314	3		
	18		15

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
Math 404	3		
Reading Education 317	3		
*Education Seminar 450	1		
Elective	3		
Elective	3		
	16		12

Application for Professional Clinical Experience
Application for Graduation

DEPARTMENT OF ENGLISH & MODERN LANGUAGES

The Department of English and Modern Languages offers the Bachelor of Arts degree in two major areas: Professional English and Modern Languages (Spanish) (*for students who wish to pursue graduate studies)*. The Bachelor of Science degree is awarded to students who major in the teaching of English. Each degree program stresses the effective development of expressive skills, both oral and written. Moreover, while each program seeks to provide in-depth training in the major field sufficient flexibility exists to allow for the taking of elective courses for concentration in a secondary area.

OBJECTIVES

The objectives of the Department of English and Modern Languages, which undergird the goals and the missions of the College of Education, Humanities and Social Sciences and South Carolina State University, are as follows:

1. To help students acquire the reading, writing, listening, and verbal skills that will make them competitive in society;
2. To develop an academic program that is flexible enough to adapt to the changing needs of society;
3. To develop the intellectual potential of students by exposing them to a broad liberal arts curriculum;
4. To help students achieve career goals in English, French, Spanish, and the allied professions;
5. To provide an academic program in English, French, German, and Spanish that prepares students for graduate study;
6. To assist students in acquiring the research skills that will allow them to function effectively as members of the edu-cated community;
7. To enable students to communicate successfully using interpersonal, interpretive and presentational skills;
8. To provide students with knowledge of the cultures of the people whose language is their focus of study;
9. To help students make connections between their language studies and other disciplines of study;
10. To encourage students of foreign languages to develop a worldview and an appreciation of differences in culture by comparing their own language and culture with those of other people;
11. To help students become lifelong learners and ambassa dors of foreign languages in their communities; and
12. To encourage students to broaden their foreign language experience and to improve their knowledge of other cultures by travel and study abroad.

DEPARTMENT OFFERINGS

The Department of English and Modern Languages offers the Bachelor of Arts degree in English and in Modern Languages with concentration in Spanish and French. The Bachelor of Science degree is offered in the Teaching of English,focusing on teacher certification. Students may also pursue courses in foreign languages to fulfill curriculum requirements in other academic programs, for personal enrichment, and to prepare for a global career. Minor programs in Professional English, French, Radio Broadcasting, Print Journalism, and Spanish are also offered.

PROGRAM REQUIREMENTS

The curriculum in English Education includes the following thirty-nine hours in the teaching specialization: E 201, English Literature, Part I (3); E 202, English Literature, Part II (3); Foreign Language 201 (3); FL 202 (3), E 317, American Literature, Part I (3); E 312, The Development of Modern English (3); E 316, Literary Criticism (3); E 302, Advanced College Grammar and Composition (3); E 318; American Literature, Part II (3); E 403, Shakespeare (3); E 405, Modern Grammar (3); S 301, Speech for the Classroom Teacher (3); E 406, Literature for Adolescents (3).

Students who select English as a minor must complete 18 semester hours in addition to English 150-151 and 250 or 251: English 201, 202, 302, 305 or 306, 317 and 318.

All English education majors must include in their schedules these professional education courses: ED 199, Introduction to Education (3); EPSY 250, Principles of Learning (3); SPED 216, Introduction to the Exceptional Child (3); ED 260 History and Philosophy of Education (3); ED 308 Generic Methods (3); RED 317, Reading in the Secondary School (3); ED 425, Specialized Methods (3); and ED 430, Profes-sional Clinical Experiences (12).

MAJOR AND MINOR PROGRAMS IN ENGLISH

The degree program in Professional English stresses the development of reading, writing and analytical skills in relation to the interpreting and understanding of significant literary works. These skills are important for students who plan to do advanced study in English, or who would like to pursue careers in those fields requiring English communication skills, such as advertising, editing, law, journalism, and public relations. The liberal arts background of the English major may also be useful in the areas of government, business, and industry which emphasize effective communication. The program in the Teaching of English is designed to prepare students to meet teacher certification requirements in the state. It also essentially equips students for teaching careers at the secondary and post-secondary levels.

The Department of English and Modern Languages also provides training in French and Spanish. These courses may be used in fulfillment of requirements for: (a) the BA degree*;* (b) minor areas of concentration in the language; and (c) other academic programs which require a foreign language. If a student fails a course that is a prerequisite for another course, that course must be retaken before the student may proceed to the next higher-level course.

MAJOR PROGRAM IN MODERN LANGUAGES

The major in Modern Languages with a concentrations in Spanish requires that the students become proficient in the second language also. He/She must take at least three (3) hours above the intermediate level in the second language. In addition to the general graduation requirements of the University, the department requires Modern Language majors to complete all language courses with a minimum grade of "C."

MINOR PROGRAM IN MODERN LANGUAGES

A minimum of 15 credit hours at the 300 and 400 levels is required for a minor in French or Spanish. A minimum grade of "C" is required in all foreign language courses pursued.

Required courses are 201 and 202. Recommended courses are these: 305, 306, 309, 311, 312, 315, 317, 318, and 410.

RADIO BROADCASTING MINOR

The radio broadcasting minor offers the student an opportunity to pursue a broadcasting career as an announcer, producer, programmer, manager, and/or writer. The students training is extended, also, to performance-based radio experience, including practical internships. There are no deterrents to the student with a minor degree in radio broadcasting to continue study at the graduate level. This minor is an independent program available to any student on campus, regardless of major. All minor curricula requirements must be completed prior to the student's engaging in the internship experience. Also, radio-broadcasting internships must be approved by the chair of the Department of English and Modern Languages.

The objectives of this program are as follows:

1. To produce quality graduates *(with a minor in Radio Broad casting)* who will choose careers in radio broadcasting;
2. To increase the number of minority professionals in the radio-broadcasting industry; and
3. To expand the career options available to our students.

Program Requirements for Radio Broadcasting as a Minor

Students who select Radio Broadcasting as a minor must complete 21 to 24 credit hours, inclusive of an approved Internship, and English 150-151 and Public Speaking 250. Minor courses include BC 201 (Introduction to Broadcasting); BC 202 (Broadcasting Production); BC 203 (Advanced Broadcasting Production); BC 301 (Afro-Americans in Broadcasting); BC 305 (Newswriting); BC 401 (Sports Broadcasting); and BC 420 (Internship). No grade below "C" in the Radio Broadcasting minor will be accepted for credit toward graduation.

PRINT JOURNALISM MINOR

The Print Journalism Minor is designed to broaden the career options of students who have a burning desire to blaze trails in newspaper/magazine editing and reporting, as well as public relations. Students who officially declare a minor in this area complete an internship and practicum at a major newspaper, magazine, or public relations firm.

The minor program in Print Journalism consists of a total of twenty-seven (27) credit hours. Required courses include the fol-lowing:

JOUR 201:	Survey of Mass Communications (3 hrs.)
JOUR 202:	Mass Media and Society (3 hrs.)
JOUR 205:	Development of Black Press in America (3 hrs.)
JOUR 210:	Writing for Mass Communications: Newswriting 1(3 hrs.)
JOUR 301:	History and Philosophy of the Mass Media (3 hrs.)
JOUR 302:	Law and Ethics of the Mass Media (3 hrs.)
JOUR 305/ 305L:	Public Relations and Persuasion Course and Writing Lab (3 hrs.)
JOUR 401:	Public Relations Management (3 hrs.)
JOUR 405:	Directed Internship (3 hrs.)

All Print Journalism internships must be approved by the chair of the Department of English and Modern Languages. No grade below "C" in this minor will count as credit toward graduation.

COMPUTER-ASSISTED WRITING CENTER AND COMPUTER CLASSROOM

The Computer-assisted Writing Center, housed in the Department of English and Modern Languages, offers students the opportunity to improve their communication skills through computer-assisted writing instruction. While students enrolled in English Composition 150 and 151 comprise the primary target group, the center is open to all students at the institution, regardless of their major or classification. Students and faculty may engage in composing, editing, and other activities using computers that are available. One-to-one tutorial assistance is also provided to the extent pos-sible. The Computer-assisted Writing Center is located in rooms 371/373 of Turner Hall (third floor, A Wing). There is also located on the second floor of Turner Hall A-wing, the English and Modern Languages state-of-the-art computer classroom. Professors in the department bring their classes to the computer classroom to integrate technology into the enhancement of each students communicative skills.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN ENGLISH (123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
Science Cluster	4	Science Cluster	4
Mathematics Cluster	3	M 155	3
UNIV 101	2	Speech Cluster	3
Technology Cluster	3	Physical Wellness Cluster	2
	15		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
SOC OR PSY Choice	3	E 202 (Eng. Lit.)	3
E 201 (Eng. Lit.)	3	Foreign Language 102	3
Foreign Language 101	3	H 250 or 251	3
E 250 (World Lit. I)	3	E 251 (World Lit. II)	3
Humanities Cluster	3	English Cluster/Minor	3
Econ/Govt Cluster	3	Elective	3
	18		18

JUNIOR

First Semester	Credits	Second Semester	Credits
Foreign Language 201 3	3	Foreign Language 202 3	3
E 312 (Dev. Mod Eng.) 3	3	E 302 3	3
E 317 (Amer. Lit. I) 3	3	E 315 3	3
African Amer Exp. 250 3	3	E 316 3	3
English Cluster/Minor 3	3	E 318 3	3
		S 301 or SPA 300 3	3
	15		18

SENIOR

First Semester	Credits	Second Semester	Credits
E 403	3	E 305 OR 306	3
E 405	3	E 400 (Milton)	3
E 406	3	English Cluster/Minor	3
English Cluster/Minor	3	Elective	3
	12		12

Approved Electives

E 306, 310, 314, 319, 320, 321, E 401, 407, 408, 410
BC 201, BC 202, BC 203, BC 301, BC 305, BC 420
JOUR 201, JOUR 202, JOUR 205, JOUR 210, JOUR 301, JOUR 302, JOUR 305/305L
D 410Modem Drama (3)
BA 311Business English (3)
WAC 399

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ENGLISH EDUCATION (130/131 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Computer Sc. 150/151	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153	1	PSC Lab 151 or 153	1
Math 150-151	3	Math 155	3
Education 199	2	Speech Cluster	3
Personal Wellness Cluster	2	*Education Seminar 150	1
	16		17

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	Special Education 216	3
English 201	3	English 202	3
ARTS 250/MU 250/D 254	3	Foreign Language 102	3
African-Amer. Exp. 250	3	Ed. Psychology 260	3
Ed. Psychology 250	3	History 250 or 251	3
Foreign Language 101	3	English 251	3
	18		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
English 315	3	Education 308	3
Reading Education 317	3	Speech 301	3
English 317	3	English 302	3
English 312	3	English 316	3
Education 306	3	English 318	3
English 403	3	*English 350 Seminar	1
	18		16

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
English 405	3		
English 406	3		
English 314.	3		
Elective	3		
*Education Seminar 450	1		
	16		12

Application for Professional Clinical Experience
Application for Graduation

CURRICULUM CLUSTER CHOICES

Science Cluster Choices (8hrs. required)

Choose one of the following sequences:
BSC 150 plus 151 and bsc 152 plus 153
B 150 and B 151 7hrs. Zoology & Botany
CSC 150 and CSC 152 8hrs. Chemical Sciences & Labs
C 150 plus 151 and C 152 plus 153 8hrs. General Chemistry & Labs
PSC 150 plus 151 and PSC 152 plus 153-8hrs. Physical Sciences & Labs

Mathematics Cluster Choices (3hrs. required plus Math 155 3hrs.

M 150	3hrs	Mathematics
M 151	3hrs.	Algebra
M 152	3hrs.	Pre-Calculus
M 153	3hrs.	Calculus I
M 154	3hrs.	Business Calculus

Technology Cluster Choice (3hrs. required)

CS 150	Technology
CS 151	Computer Concepts

Personal Wellness Cluster Choices (2hrs. required)

Choose one of the following

HED 151 2hrs.	Personal & Comm. Health	
PE 150	2hrs.	Physical Education
MS 101	2hrs.	Military Science

Speech Cluster Choice (3hrs. required)

S 150	3hrs.	Fundamentals of Speech Comm.
S 250	3hrs.	Public Speaking

Sociology/Psychology Choices (3hrs. required)

EPSY 250	3hrs.	Educational Psychology
PSY 250	3hrs.	General Psychology
SOC 250 3hrs.	Introduction to Sociology	

Economics/Government Cluster Choices (3hrs. required)

ECON 250	3hrs.	Principles of Macroeconomics
ECON 255	3hrs.	Survey of Economics
PS 252	3hrs.	American Government

Humanities Cluster Choices (3hrs. required)

A 250	3hrs.	Art Appreciation
MU 250	3hrs.	Music Appreciation
D 254	3hrs.	Introduction to Theatre

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN MODERN LANGUAGES
Spanish Concentration
(120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
English 150	3	English 151	3
Biol Science 150/151		Biol Science 152/153	
OR Chemical Science 150	4	**OR** Chemical Science 152	4
Mathematics 150	3	Mathematics 155	3
Spanish 101	3	Spanish 102	3
UNIV 101	2	PE 150 or HED 151	2
Computer Science 150	3		
	18		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	History 250 or 251	3
Speech 150 or 250	3	ARTS 250/MU 250/D 254	3
Economics 250 or 255	3	Spanish 202	3
Drama 309	2	Spanish 318	3
Spanish 201	3	French 101	3
Spanish 306	3		
	17		15

JUNIOR

First Semester	Credits	Second Semester	Credits
Soc 250 or Psy 250	3	Spanish 312	3
Spanish 309	3	Spanish 315	3
Spanish 311	3	Spanish 317	3
French 102	3	Elective	3
		French 201	3
	12		15

SENIOR

First Semester	Credits	Second Semester	Credit
Spanish 425	3	Spanish 407 3	3
Spanish 400	3	Spanish 408 3	3
Spanish 420	3	French (300 or above)&&.	3
French 202	3	Minor or Approved Elective	3
Minor or Approved Elective	3		
	15		12

NOTES: In addition to the primary language, majors will be required to show proficiency in a second language by taking at least one three hour course above the intermediate level in a second language.

A senior year internship may be substituted for six hours of approved electives

DEPARTMENT OF HUMAN SERVICES

MISSION STATEMENT

The mission of the Department of Human Services is to provide students with the ability and motivation to identify, analyze, and respond to individual, group and cultural problems. The Departments programs focus on training and research in human services by providing for the continuing academic needs of rehabilitation, social work, counselor education, and criminal justice personnel. Its objectives, therefore, embody those objectives inherent in the missions of the University, College of Education, Humanities and Social Sciences and professional accrediting bodies and are operationalized through the work of the Departments components.

OBJECTIVES

1. To maintain an environment in which faculty can exercise their intellectual curiosity through professional development and scholarly activities, thereby developing high standards of professional performance.
2. To foster the development of generic and professional com-petencies necessary for careers in Criminal Justice, Counselor Education, Rehabilitation Counseling and Social Work.
3. To foster the development of generic and professional competencies necessary for graduate school.
4. To obtain and/or maintain programmatic accreditation in Rehabilitation Counseling, Social Work and Counselor Education and program recognition (certification) in Criminal Justice and to assist in the regional institutional accreditation process of the University.

PROGRAM OFFERINGS

The Department of Human Services offers the Bachelor of Science degree in Criminal Justice, Bachelor of Social Work degree in Social Work, the Master of Arts degree in Rehabilitation Counseling and the Master of Education degree in Counselor Education.

PROGRAM REQUIREMENTS

All undergraduate students within the Department of Human Services must meet the general education requirements of the University and the following:

1. Students must choose “Cluster Choices” from a restricted list of courses while “Electives” may be selected from any curriculum offered at the University.

2. Students cannot earn a grade less than a “C” in all major and minor courses for their curriculum.

3. Criminal Justice students must complete four semesters in the same foreign language.

4. Students must earn a passing grade in any prerequisite(s) before enrolling in a course. Students must adhere to the curriculum guide in their respective disciplines.

COUNSELOR EDUCATION

The Counselor Education Program offers a M.Ed. degree in Counselor Education and undergraduate and graduate courses comprising psychological foundations.

OBJECTIVES

The objectives of the department are:

1. To facilitate, through curricular content and experiences and academic advising, the intellectual, social, and emotional growth and development of all students served by the Department;

2. To provide the psychological foundation (e.g., human growth and development, measurement, research, etc.) which undergird other program areas and which prepare students for advanced course work;

3. To offer curricula which ensure that graduates have the skills needed to work effectively with their designated clientele; and

4. To provide such services as psychological assessment, inservice education, consultation, board membership, etc., to school districts and public and private agencies. See *Graduate Catalog* for Counselor Education Program entrance and exit requirements and other information.

CRIMINAL JUSTICE - The Criminal Justice Program offers an interdisciplinary approach to the study of crime, theories of crime causation, and the evaluation of societal responses to it. Students majoring in Criminal Justice take a series of core courses which cover all phases of the three components of the criminal justice system: law enforcement, courts, and corrections. Courses in English, science, mathematics, social sciences and the humanities are included as a part of the Universitys general education curriculum. Foreign language courses are required in order to help prepare students for working and living in an ethnically and culturally diverse society.

The curriculum for a Bachelor of Science in Criminal Justice prepares students to meet entry-level standards for various criminal justice agencies as well as admission to graduate and professional school.

In the final semester of their senior year, all Criminal Justice majors have the opportunity to enhance their total academic experience through a planned and supervised program of observation, study, and work in selected criminal justice agencies. This opportunity is offered through CJ 401-Field Experience in Criminal Justice.

Criminal Justice faculty members bring a wide range of intellectual, professional, and personal expertise to students both in and out of the classroom. In addition to teaching, they serve as academic advisors to individual students and as faculty advisors to three University-approved student organizations: Criminal Justice (CJ) Club, the SCSU chapter of the National Association of Blacks in Criminal Justice (NABCJ) and the Gamma Phi Chapter of Alpha Phi Sigma National Criminal Justice Honor Society. Students who are active with these organizations are engaged in a variety of educational, professional, and personal enrichment activities. They attend professional conferences for both state and national criminal justice professional organizations, take field trips to state and local criminal justice agencies, and participate in public service. Participation in these activities has earned our students awards, prizes, and scholarships for their academic excellence and other contributions to the Criminal Justice field.

Since 1985, the Criminal Justice Club and the Criminal Justice Program have co-sponsored an annual banquet featuring prominent and influential local and state criminal justice professionals as keynote speakers. As the culminating event for the academic year, the Banquet recognizes the accomplishments and contributions of students, faculty, staff, alumni, and agency supporters to the programs ongoing success.

RELATIONSHIPS WITH OTHER PROGRAMS

State Technical Schools. The Criminal Justice Program may accept courses from the states technical schools for academic credit. Where applicable, articulation agreements between SCSU and the technical school specify which courses may be used to fulfill curriculum requirements toward the Bachelor of Science in Criminal Justice.

PROGRAM REQUIREMENTS

AdmissionTo be eligible for admission to the Criminal Justice Program as a major or minor, a student must fulfill these requirements:

1. Present evidence of successful completion of the following prerequisites with a grade of"C" or better: Sociology 250 Introduction to Sociology and Criminal Justice, 201 Introduction to Criminal Justice.
2. Present evidence of a cumulative grade point average of 2.00 on a 4.00 scale.

ProgressionTo remain eligible for progression into the Criminal Justice major or minor, these are the minimal requirements the student must fulfill:

1. Once admitted to the program, a student must earn a grade of "C" or better in all Criminal Justice courses and CJ Cluster Choices.
2. No more than two Criminal Justice courses and two CJ Cluster Choices may be repeated more than once in order to improve the grade.

MinorTo minor in Criminal Justice, a student must complete the following courses with a grade of "C" or better: SOC 250 or PSY 250 or EPSY 250, CJ 201, CJ 300, CJ 301, CJ 302, CJ 311, and CJ 331.

Prerequisites for CJ 401Field Experience in Criminal Experience To be eligible for enrollment in CJ 401, a student must meet these requirements:

1. Be a Criminal Justice major,
2. Be of senior standing in the last semester of enrollment at the University,
3. Have earned a cumulative grade point average of 2.00 for all courses completed and a minimum of 2.5 in all Criminal Justice courses,
4. Have completed all or most of his/her Criminal Justice core course work, particularly a course related to the type of agency the student desires as a field placement site,
5. Have successfully completed the English Proficiency Examination or English IIIFunctional Grammar, and
6. Apply for and be accepted for field study placement in accordance with the requirements listed above. This includes completing a field placement application form, securing the signature of the academic advisor, and returning the form to the field placement coordinator **no later than the twelfth week of the preceding semester.**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
*E 150 English Comp I	3	*E 151 English Comp II.	3
UNIV 101 Intro Univ Comm	2	M 155 Intro to Math Model	3
Science Cluster Choice	4	Science Cluster Choice	4
Mathematics Cluster Choice	3	*Speech Cluster Choice	3
Pers Wellness Cluster Ch	2	*Soc/Psy Choice	3
Technology Cluster Choice	3		
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
+*CJ 201 Intro Crim Justice	3	*E 250/251 World Literature	3
Elem SP/F/G 101	3	Elem SP/F/G 102.	3
CJ 250 African Amer. Exper	3	*CJ 301/SOC 301	3
Humanities Cluster Choice	3	#*Law Enforcement Cluster	3
Econ/Govt Cluster Choice	3	H 250/251 World History	3
	15		15

JUNIOR

First Semester	Credits	Second Semester	Credits
Inter. Span/Fren/Germ 201	3	*CJ 332 Prob and Parole	3
*CJ 321 Amer Court System	3	*CJ 300 Appld Psy for Law	3
*CJ302/SOC 401 Juv Delinq	3	*CJ 310 Criminal Law	3
*CJ 331 Intro to Corrections	3	Inter Span/Fren/Germ 202	3
*Criminal Justice Cluster Ch	3	*Criminal Justice Cluster Ch	3
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
∞*CJ 340 EthIssues in CJ	3	*CJ 401 Field Exper in CJ	6
∞*CJ 397 Prof Dev in CJ	3	Elective	3
*CJ 350 Res Methods in CJ	3	Elective	3
*Criminal JusticeCluster Ch	3		
Elective	3		
	15		12

NOTES:
Meaning of Symbols:
* These courses require a grade of "C" or better
+ This is a prerequisite for all criminal justice courses.
∞ Students must be in Junior or Senior standing to enroll in these courses.
Students have an option of taking either of these courses to fulfill the Law Enforcement option. If a student takes both classes, one class can be used as a Criminal Justice (CJ) Cluster Choice.

Curriculum Leading to the
Bachelor of Science in Criminal Justice

LIST of General Education Curriculum CLUSTER CHOICES

Science Cluster Choices
Choose *one* of the following sequences:
BSC 150 plus 151 Biological Science I plus Lab and BSC 152 plus 153 Biological Science II plus Lab
B 150 General Zoology and B 151 Introduction to Botany
CSC 150 Chemical Science I and CSC 152 Chemical Science II
C 150 plus 151 General Chemistry I plus Lab and C 152 plus 153 General Chemistry II plus Lab
PSC 150 plus 151 Foundations of Physical Science plus Lab and PSC 152 plus PSC 153 Foundations of Earth/Space Science plus Lab

Mathematics Cluster Choices
M 150 Quantitative Reasoning - Mathematics
M 151 Quantitative Reasoning - Algebra
M 152 Quantitative Reasoning — Pre-Calculus
M 153 Quantitative Reasoning Calculus I
M 154 Quantitative Reasoning Business Calculus

Personal Wellness Cluster Choices
HED 151 Personal and Community Health
PE Physical Fitness— Tennis, Golf, etc.

Technology Cluster Choices
CS 150 Technology
CS 151 Computer Concepts

***Speech Cluster Choices**
S 150 Fundamentals of Speech Communication
S 250 Public Speaking

***Sociology/Psychology Choices**
EPSY 250 Educational Psychology
PSY 250 General Psychology
Soc 250 Introduction to Sociology

Humanities Cluster Choices
A 250 Art Appreciation
D 254 Introduction to Theatre
MU 250 Music Appreciation

Economics/Government Cluster Choices
Econ 250 Principles of Macroeconomics
Econ 255 Survey of Economics
PS 252 American Government

LIST of Law Enforcement and Criminal Justice CLUSTER CHOICES

***Law Enforcement Cluster Choices**
Choose one:
#CJ 311 American Police System
#CJ 312 Police-Community Relations

***Criminal Justice Cluster Choices**
Choose three:
CJ 303 Victimology
#CJ 311 American Police System
#CJ 312 Police Community Relations
CJ 313 Administration of Law Enforcement
CJ 400 Utilization of Community Resources
PS 201 Introduction **to** Political Science
PS 205 State and Local Government
PS 308 Constitutional Law
PSY 204 Abnormal Psychology
SOC 202 The Family
SOC 303 Urban Sociology
SOC 308 Social Problems
SOC 309/PSY 402 Social Psychology
SOC 311 Racial and Ethnic Minorities
SW 300 Intro to Social Work
SW 417 Substance Abuse

(Other choices are possible upon written justification and approval from the academic advisor and program coordinator/department chair).

SOCIAL WORK

Social Work is rooted in a fundamental commitment to helping people and communities identify, prevent, and solve problems. The primary objective of the social work program is to prepare students for entry-level generalist social work practice. The curriculum is designed to provide students with the specific social work knowledge, skills and appropriate values for working effectively:

- with multi-level systems (individuals, families, small groups, organizations and communities);
- with persons from diverse cultural, racial, and ethnic backgrounds;
- with populations discriminated against because of gender, sexual orientation, disabling conditions, age; and
- with social systems in an effort to make them non-oppressive.

To achieve this objective, students receive instruction in the areas of social welfare policy and services, social work methods of intervention, human behavior in the social environment, research and elective courses. Students are required to implement the learned knowledge and skill in laboratory classes and social service agencies through the field instruction program.

The Social Work curriculum is sequential. Therefore, courses must be taken as outlined in the Curriculum Guide.

The Social Work Program offers courses leading to the Bachelor of Social Work degree (BSW). There is no minor in Social Work. No credit is given for life or work experiences.

The Social Work program is accredited by the Council on Social Work Education.

PROGRAM REQUIREMENTS

Admission. To be eligible for admission to the social work program, a student must:

- Be enrolled in the Introduction to Social Work course (SW 300) during the time of application to the program or during the first meeting of the Admissions Committee for students who transfer into the program.
- Have a cumulative grade point average of 2.30 or better;
- Complete the Application for Admission to the social work program;
- Have an interview with the Admissions Committee;
- Complete prerequisites: BSC 150, Biological Science, BSC 151-Biological Science Lab, PSY 250-General Psychology and SOC 250-Introduction to Sociology;

- Successfully complete thirty (30) hours of volunteer ser-- vice in a social service agency;

- Successfully complete SW 300- Introduction to Social Work with a grade of "C" or better.

- Maintain behavior that is consistent with the Program's guidelines and the National Association of Social Workers (NASW) Code of Ethics.

  * Behavior considered unethical could lead to dismissal from the Program.

Once admitted to the program as a major, a student must complete each social work course with a grade of "C" or better, and maintain a 2.00 cumulative grade point average throughout their stay in the program. Students not meeting these requirements cannot enroll in additional core social work courses until these minimum requirements have been attained.

Field Instruction Students are required to complete a two semester supervised field experience in a social service agency. Formal field instruction begins with SW 402 *(Field Instruction I)* taken the first semester of the senior year. The primary intervention focus in this field experience is with individuals, and small groups. The second semester of the senior year, students enroll in SW 405 *(Field Instruction II).* Students continue their field placement in the same agency. In addition to carrying over case situations from the first semester field experience, students will engage in macro level intervention (community, organization, and society).

Students must also enroll in the concurrent Field Seminar courses-SW403 (Field Seminar I) and SW406 (Field Seminar II).

Expenses related to the field experience, including transportation, are the responsibility of students.

OFF CAMPUS PROGRAM UNIVERSITY CENTER OF GREENVILLE

The off-campus social work program was implemented to meet the need for entry-level professionals in the upstate region of the state. It is located in Greenville. Students who have at least two years of coursework from a higher education institution may apply for admission to the off campus program. Students who do not have two years of college study may enroll in the Transfer Program at any Community College, and upon completion of the general education requirements may apply for transfer into the social work program.

Some students elect to enroll in two-year Human Service degree programs that are available at many community colleges and then seek transfer to a social work degree program. Normally, such students have not completed the required general education courses. Students must complete the general education courses prior to applying for admission to the social work program.

Upon approval, students may enroll in the elective courses through Greenville Technical College. All social work courses at the University Center are taught by South Carolina State University faculty.

POLICY ON INCOMPLETES

Due to the professional nature of the social work degree, the sequential nature of course content, and the need to be able to transfer knowledge from one situation to another, any social work course for which a student has received an incomplete must be passed within the first six weeks of the ensuing semester as mandated by university policy. If a course is not subsequently passed with a minimum grade of "C", the student must immediately withdraw from all currently required social work courses in which he/she is enrolled.

Exception: Students enrolled in practice/field sequences must pass each class before entering the final component. For example, students must have at least a "C" in Social Work Practice II, Field Instruction I and Field Seminar I before enrolling in Social Work Practice III, Field Instruction II, and Field Seminar II.

Electives: Social Work majors must enroll in nine (9) hours of free electives, six (6) hours of social work electives and six (6) hours of approved electives. Free electives can be taken from any curriculum. Approved electives are selected based on the extent to which the content broadens the base of knowledge for social workers. Approved electives are approved by the academic advisor or the Program Director.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SOCIAL WORK (121 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	E 151	3
E 150	3	M 155	3
BSC 150	3	BSC 152	3
BSC Lab 151	1	BSC Lab 153	1
M 150 or 151	3	Pe 150/MS 101/HED 151	2
SOC 250	3	PSY 250	3
	15		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 250/MU 250/D 254	3	H 250 or 251	3
PS 252	3	E 250 or 251	3
SW 300	3	SW 301	3
CS 150	3	SW 250	3
S 150 or 250	3	Approved Elective	3
	15		15

JUNIOR

First Semester	Credits	Second Semester	Credits
SW 302	3	SW 306	3
SW 303	3	SW 307	3
SW 304	3	SW (Elective)	3
SW 305	3	Approved (Elective)	3
Free (Elective)	3	Free (Elective)	3
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
SW 400	3	SW 404 3	3
SW 401	3	SW 405 6	6
SW 402	6	SW 406 2	2
SW 403	2	SW (Elective)	3
Free (Elective)	3		
	17		14

DEPARTMENT OF SOCIAL SCIENCES

The Department of Social Sciences at South Carolina State University is committed to the pursuit of academic excellence and intellectual growth and development. It strives to prepare students to meet the challenges of the workplace by providing them with the theoretical, empirical, and practical skills needed to work effectively with others in society. The goal is to develop students who are well rounded, enlightened and social-ly responsible. The Department's mission is consistent with the overall mission of the University, and the goals of the College of Education, Humanities and Social Sciences.

HISTORY

The goal of the History Program is to provide students with a quality and relevant educational experience through a resourceful program of instruction, research and advisement. The program attempts to increase significantly students' understanding of the historical forces at work in the world in an effort to prepare them for a wide variety of options for advanced training and careers.

OBJECTIVES

The following objectives of the History Program are supportive of the goals of the College of Education, Humanities and Social Sciences:

1. To prepare students for competitive job placement in the domestic and international arenas;
2. To prepare students for graduate and professional schools;
3. To prepare students who are competent teachers of history and social studies; and
4. To prepare students for life in an increasingly complex world by acquainting them with the human past and present conditions so that they can better shape the future.

PROGRAM OFFERINGS

The History Program offers courses leading to the Bachelor of Arts degree in History and History/Social Studies Education. Minors are offered in History and Black Studies

PROGRAM REQUIREMENTS

A GRADE OF "C" OR BETTER IS REQUIRED FOR ALL HISTORY COURSES IN THE STUDENT'S CURRICULUM. WHERE A FOREIGN LANGUAGE IS INDICATED, TWO YEARS IN THE SAME LANGUAGE ARE NECESSARY TO SATISFY THE REQUIREMENT.

MAJOR AND MINOR PROGRAMS

History—The history major provides the student with a solid liberal arts background. In addition to acquainting the student with fundamental developments in the human past, particularly American, European and African History, it offers students an opportunity to develop their skills in analysis, synthesis, research and reasoning—in short, the student learns how to think effectively. The history

major who successfully completes the curriculum has mastered the skills appropriate for entering business, government, law school or graduate school.

Requirements: Those who major in History must complete 42 semester hours. Fifteen hours consist of H 103, 104, 250, 251, and 430. The student will select six hours of African American history from H 220, *315*, 316, and 406; nine hours of U.S. history from H 223, 224. 234, 300, 301, 307, 324, 330, 331, 412, and 420; and twelve hours of non U.S. history from H 310, 312, 332, 333, 402, 403, 404, 405, and 415. However, each major **must** have at least three hours of African history, three hours of Euro-pean history, and three hours of Latin American history.

History/Social Studies Education—The thrust of the history major with the teaching option is to prepare the student to teach history and social studies on the secondary level in education. In addition to providing an understanding of historical developments, this curriculum requires a sound familiarity with teaching methods and current and past developments in education. Students who select this option are, of course, prepared to teach, but they are not limited to that single choice. Such a student can choose a career in business, government or law.

Requirements: Those who major in History/Social Studies Education must complete thirty-three semester hours in history, six of which consist of the American History survey (H 103, 104) and six consist of the two-semester world civilizations survey (H 250, 251). Students also complete courses in South Carolina history (H301), history research methods (H 200), and the history seminar (H 430). In addition, they choose at least one course in each of the following areas: African history, American history prior to 1877, African-American history, and European History.

Minor. Students who wish to minor in history must complete twenty-four semester hours, six of which consist of the American History survey (H 103, 104), six of which consist of the History of World Civilizations survey (H 250, 251), six of which consist of courses in African or African-American History, and six of which are elected by the student.

Black Studies—The minor program in Black Studies is designed to provide students an in-depth understanding of the black experience in America. The minor in Black Studies requires completion of eighteen hours including three hours in African History, and three hours in Black Politics.

Suggested General Electives

The History Program is committed to the pursuit of academic excellence and intellectual growth and development. We wish to develop students who are keen, critical thinkers. Our students should also be well rounded, enlightened and socially responsible. No course taken as remedial work, e.g. English 100, can be used as an elective. We believe that such individuals are developed when they are provided a broad liberal education. To this end, we encourage History majors to choose from a broad list of course offerings in selecting general electives. The following courses are suggested as general electives:

CJ 321 - The American Court System
PSY 402 - Social Psychology
SOC 310 - Cultural Anthropology
SOC 311 - Racial and Ethnic Minorities
E 301 - Contemporary Literature Advanced College Grammar and Composition
E 308 - Introduction to Journalism
E 313 - Creative Writing
E 315 - Black American Writers
BC 201 - Introduction to Broadcasting
D 309 - Black Drama
S 250 - Public Speaking
ECON 403 - History of Economic Thought
ECON 407 - International Economic Relations
MU 203 - The History of Jazz

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN PROFESSIONAL HISTORY (120 Credits)

FRESHMAN First Semester	**Credits**	Second Semestet	**Credits**
BSC 150/152 or B150	3	E 151	3
BSC 151/153	1	H 104	3
UNIV 101	2	M 155	3
E 150	3	PSC 150/152 or C150	3
H 103	3	PSC 151/153 or C 151	1
M 150,151/152	3	S 150/250 or ET250	3
PE 150/HED 151/MS 101	2		
	17		16

SOPHOMORE

First Semester	**Credits**	**Second Semester**	**Credits**
SP 101/F 101/G 101	3	ECON 250/255	3
CS 150	3	ARTS 250/ D 254/ MU 250	3
E 250 or 251	3	SP 102/F 102/G 102	3
SOC 250	3	H 250	3
H 200	3	PS 252	3
	15		15

JUNIOR

First Semester	**Credits**	**Second Semester**	**Credits**
Afri Amer. Hist. (Elective)	3	SP 202/F 202/G 202	3
SP 201/F 201/G 201	3	Afri-Amer. Hist. (Elective)	3
Latin American History	3	HU 250	3
U.S. History (Elective)	3	Elective	3
H 251	3	Elective	3
	15		15

SENIOR

First Semester	**Credits**	**Second Semester**	**Credits**
H 430	3	African. Hist. (Elective)	3
Non-U.S. History	3	U.S. History (Elective)	3
European Hist. (Elective)	3	Elective	3
Elective	3	Elective	3
Elective	3		
	15		12

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN HISTORY/SOCIAL STUDIES EDUCATION (131 Credits)

FRESHMAN

First Semester	**Credits**	**Second Semester**	**Credits**
UNIV 101	2	E 151	3
E 150	3	ED 199	2
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151 or 153	1	PSC Lab 151 or 153	1
M 150 or 151.	3	M155	3
PE150/HED 151		S 150	3
or MS 101	2	H 104.	3
H 103	3	*ED 150	1
	17		19

Application to Education

SOPHOMORE

First Semester	**Credits**	**Second Semester**	**Credits**
E 250 or 251	3	+HHU 250	
+PS 201	3	or H 315 or H 316	3
EPSY 250	3	EPSY 260	3
H 200	3	+PS 252	3
CS 150	3	H 250	3
+PSY 250	3	ARTS 250/MU 250/D 254	3
		+SOC 250	3
	18		18

Admitted to Teacher Education

JUNIOR

First Semester	**Credits**	**Second Semester**	**Credits**
H 251	3	ED 308	3
SPED 216	3	+GEO 305	3
ED 306	3	+SOC 310	3
H 223 or H224	3	H 310 or H 312	3
H 301	3	Elective	3
+ECON 250	3	*SST Seminar 350	1
	18		16

Admission to Advanced Standing

SENIOR

First Semester	**Credits**	**Second Semester**	**Credits**
Education 425	3	ED 430	12
History 430	3		
H340, H403 or H404	3		
RED 317	3		
*Education 450 Seminar	1		
	13		12

Application to Professional Clinical Experience
Application for Graduation

(+) Minimum grade of C or better. This also applies to all Education and History courses.

POLITICAL SCIENCE

The goal of the Political Science Program is to provide stu-dents with a quality and relevant educational experience through a resourceful program of instruction, research and advisement. The program attempts to increase, significantly, students' understanding of the political and historical forces at work in the world in an effort to prepare them for a wide variety of options for advanced training and careers.

OBJECTIVES

The following objectives of the Political Science Program are supportive of the goals of the College of Education, Humanities and Social Sciences:

1. To prepare students for competitive job placement in the domestic and international arenas;

2. To prepare students for graduate and professional schools; and

3. To prepare students for life in an increasingly complex world by acquainting them with the human past and present conditions so that they can better shape the future.

PROGRAM OFFERINGS

The Political Science program offers a Bachelor of Arts degree in Political Science (with options in Pre-Law, Public Administration and Professional Political Science). Minors are offered in Political Science and Black Studies.

PROGRAM REQUIREMENTS

A grade of "C" or better is required for all major courses in the student's curriculum. Where a foreign language is indicated, two years in the same language are necessary to satisfy the requirement.

MAJOR AND MINOR PROGRAMS

Political Science—The major in political science prepares students for careers in government, teaching, research and entry into professional and graduate schools in such fields as law, public administration, and public affairs. The Professional Political Science option is designed for students desiring to attend graduate school and pursue careers in political science. The Public Administration option is designed especially for students desiring entry into governmental employment. The Pre-Law option is designed for students desiring to attend law school. Students will become acquainted with the theory and practice of politics and the description and analysis of political systems and political behavior.

Requirements: Those who major in political science must complete 36 semester hours including PS 201 and PS 252 and an additional 30 hours in the particular option selected by the student *(i.e., Pre-Law or Public Administration or Professional).*

MINORS

Political Science. Students who minor in political science must complete 18 semester hours including PS 201, 252 and an additional 12 hours.

Black Studies. The minor program in Black Studies is designed to provide students a more in-depth understanding of the black experience in America. The minor in Black Studies requires the completion of eighteen hours including three hours in African-American History, three hours in African History, and three hours in Black Studies.

SUGGESTED GENERAL ELECTIVES. The Political Science Program is committed to the pursuit of academic excellence and intellectual growth and development. It develops students who are well rounded, enlightened and socially responsible. Such individuals are developed when they are provided a broad liberal education. To this end, Political Science majors are encouraged to choose from a broad list of course offerings in selecting general electives. The following courses are suggested as general electives:

CJ 321	—The American Court System
PSY 402	— Social Psychology
SOC 310	—Cultural Anthropology
SOC 311	—Racial and Ethnic Minorities
E 301	—Contemporary Literature
E 302	—Advanced College Grammar
E 308	—Introduction to Journalism
E 313	—Creative Writing
E 315	—Black American Writers
BC 201	—Introduction to Broadcasting
D 309	—Black Drama
S 205	— Public Speaking
ECON 403	—History of Economic Thought
ECON 407	— International Economic Relations
MU 203	—The History of Jazz
H 223	—Colonial and Revolutionary America
H 224	—Civil War and Reconstruction
H 234	—Family History
H 315/316	—African-American History
H 403/404	—African History

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN POLITICAL SCIENCE (123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	E 151	3
E 150	3	S 150/250 or ET 250	3
M 150/151/152	3	M 155	3
H 103	3	H 104	3
PS 201	3	PS 252	3
PE 150/HED 151/MS 101	2		
	16		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
H 250 or H 251	3	ARTS 250/D 254/MU 250	3
E 250 or E 251	3	SP 101/F 101/G 101	3
CS 150	3	ECON 250 or ECON 255	3
BSC 150+151/152+153/ B 150	4	PSC150+151/152+153/ C 150+151	4
PSY 250 or SOC 250	3	HU 250	3
	16		16

JUNIOR

First Semester	Credits	Second Semester	Credits
SP102/F 102/G 102	3	Elective	3
PS 206	3	SP 201/F 201/G 201	3
PS Elective	3	PS 304	3
PS Elective	3	Elective	3
Elective	3	E 302	3
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
SP 202/F 202/G 202	3	PS 424	3
PS 406	3	PS Elective	3
PS 420	3	PS 425	3
PS 401 or 402	3	Elective	3
E 315/318	3	Elective	3
	15		15

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN POLITICAL SCIENCE—PRE-LAW (123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	E 151	3
E 150	3	S 150/250 or ET 250	3
M 150/151/152	3	M 155	3
H 103	3	H 104	3
PS 201	3	PS 252	3
PE 150/HED 151/MS 101	2		
	16		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
H 250 or H 251	3	ARTS 250/D 254/MU 250	3
E 250 or E 251	3	SP 101/F 101/G 101	3
CS 150	3	ECON 250 or ECON 255	3
BSC 150 plus BSC 151	4	PSC150 + 151	4
PSY 250 or SOC 250	3	HU 250	3
	16		16

JUNIOR

First Semester	Credits	Second Semester	Credits
SP102/F 102/G 102	3	Elective	3
PS 206	3	SP 201/F 201/G 201	3
PS 308	3	PS 321	3
E302	3	PHIL 305 or PS 307	3
Elective	3	E 315 or E 318	3
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
SP 202/F 202/G 202	3	PS 424	3
H 311	3	PS Elective	3
PS 420	3	PS Elective	3
PS 401 or 402 or PHIL 301 or PHIL 405	3	PS 425 Free Elective	3
Free Elective	3		
	15		15

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN POLITICAL SCIENCE—PUBLIC ADMINISTRATION (123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	E 151	3
E 150	3	S 150	3
M 150	3	M 155	3
H 103	3	H 104	3
PS 201	3	PS 252	3
PE 150/HED 151/MS 101	2		
	16		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
H 250 or H 251	3	ARTS 250/D 254/MU 250	3
E 250 or E 251	3	SP 101/F 101/G 101	3
CS 150	3	ECON 250 or ECON 255	3
BSC 150+151/152+153/ B 150	4	PSC150+151/152+153/ C 150+151	4
PSY 250 or SOC 250	3	HU 250	3
	16		16

JUNIOR

First Semester	Credits	Second Semester	Credits
SP102/F 102/G 102	3	Elective	3
PS 206	3	SP 201/F 201/G 201	3
PS 310	3	PS 325	3
PS 321	3	Elective	3
Elective	3	E 302	3
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
SP 202/F 202/G 202	3	PS 424	3
PS 420	3	PS 425	3
PS Elective	3	PS Elective	3
ACCT 207 or MGT 308	3	PS 410	3
E 315	3	Elective	3
	15		15

PSYCHOLOGY AND SOCIOLOGY

The programs in Psychology and Sociology strive to prepare students to meet the challenges of the workplace by providing them with the theoretical, empirical, and practical skills needed to work effectively with others in society. The objectives of the programs are as follows:

1. To provide quality instruction in a broad range of courses relevant to the fundamental knowledge base of the disciplines of psychology and sociology;
2. To provide opportunities for students to develop analytical and reasoning skills;
3. To acquaint students with scientific analysis and research pertinent to behavioral and social science issues;

PROGRAM OFFERINGS

The programs in Psychology and Sociology offer courses leading to the B.S. degree in Psychology and the B.A. degree in Sociology. Minors in both Psychology and Sociology are also offered.

PROGRAM REQUIREMENTS

In addition to the general requirements of the University, The Psychology and Sociology programs have the following requirements:

1. Students majoring or minoring in either psychology or sociology must earn a grade of at least "C" in each major and/ or minor course attempted.
2. "Electives" may be selected from any curricula offerings of the University.
3. "Approved Electives" must be selected from the course offerings designated by each program. Refer to the Course Descriptions for a complete listing.
4. All majors must complete the foreign language requirements for their field. Psychology majors must take *two semesters* of the same language. Sociology majors must take *four semesters* of the same language.
5. Students are required to take the science courses as outlined in the curriculum. Psychology majors must take two semesters of the same biological science courses with labs (e.g., BSC 150-151; BSC 152-153), and two semesters of the same physical science or chemical science courses with labs (e.g., PSC 150-151; PSC 152-153). Sociology majors must take two semesters of either the same biological, physical, or chemical science courses with labs (e.g., BSC 150-151; BSC 152-153).
6. Psychology majors must take four social science courses in addition to those outlined in the general education curriculum (e.g. H 103, 104, 315, 316; PS 201, 206; ECON 250, 255, 260; BA 101, 201; GEO 204, 305; SOC 250).

Transferring into the Department

Students who transfer into the Psychology and Sociology programs from other academic departments at South Carolina State University or from other accredited colleges and universities must meet the following requirements:

1. Have a cumulative undergraduate grade point average of 2.3 or higher.
2. Have earned no more than 76 undergraduate credit hours when they transfer to the degree programs.

MAJOR AND MINOR PROGRAMS

PSYCHOLOGY—The program in psychology offers students the opportunity to obtain a broad and thorough understanding in the science of human behavior. The psychology curriculum contributes

to the General Education requirements of the University through the General Psychology course for students who are not majoring or minoring in the field. The curriculum also provides excellent preparation for the student who wants to pursue graduate training in several disciplines, including psychology, sociology, social work, law, medicine, public health, and other related social and behavioral sciences. An undergraduate degree in psychology prepares the student for a number of employment opportunities in governmental and non-governmental agencies. Examples of possible career choices for the student who opts for the bachelor's degree in psychology include mental health technician, research assistant/analyst, personnel manager, public relations officer, sales representative, social services employee, and state or federal employee. A minor is optional for students who would like to pursue a core of courses in another discipline.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN PSYCHOLOGY (126 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
M 150	3	S150 or ET 250 or S 250	3
BSC 150 +151 or B 150	4	M 151	3
PSY 101	3	BSC 152+153 or B 151	4
UNIV 101	2	PSY 102 3	3
	15		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 or E 251	3	H 250 or H 251	3
PSC 150+151/CSC 150+151		SOC 250 or EPSY 250	3
P 250 + 251	4	PSC 152 +153/CSC 152 +153	
PSY 204	3	P 252 + 253	4
CS 150	3	PSY 205	3
M 155	3	ARTS 250/MU 250/D 254	3
PE 150 or H. Ed 151	2	ECON 250 or ECON255 or	
		ET 255/FCS 251/PS 252	3
	18		19

JUNIOR

First Semester	Credits	Second Semester	Credits
HHU, HMU, EDHU 250 ;		SP 102 or F 102 or G 102	3
MU 203; E 315; H 315/316	3	Psy 401	3
SP 101 or F 101 or G 101	3	Social Sci Requirement	3
Social Science Requirement	3	Social Sci Requirement	3
PSY 302	3	Electives 3	
PSY 307	3		
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
PSY 306	3	PSY 405	3
Approved Electives	3	Approved Electives	3
Approved Electives	3	Electives	3
E 302	3	Electives	3
GUID 210	1		
Social Sci Requirements	3		
	16		12

The Psychology Minor — The minor in psychology can be useful for any student who desires a deeper understanding of human behavior and mental processes. Students who minor in psychology must take the following courses: PSY 101, PSY 102, PSY 204, and PSY *205*. Six additional semester hours must be selected from the other psychology course offerings, for a total of 18 hours.

SOCIOLOGY—The major in sociology is designed to provide the student with excellent preparation for graduate and professional study in the fields of sociology, social work, criminal justice, psychology, economics, and other related social and behavioral sciences. The major in sociology also provides the student with a sound academic background for a variety of governmental and non-governmental jobs such as research analyst, claims representative, program evaluator, city planner, equal opportunity specialist, paralegal, personnel manager, and state or federal employee. A minor is optional for students who would like to pursue a core of courses in another discipline.

The Sociology Minor —The minor in sociology can meet the needs of any student who wants a deeper understanding of social organizations and cultures. Students who minor in sociology *must* take the following courses: SOC 101, SOC 102, SOC 308, and SOC 310. Six additional semester hours must be selected from the other sociology course offerings, for a total of 18 hours.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN SOCIOLOGY (124 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
M 150	3	M 151	3
SOC 101	3	SOC 102	3
BSC I or PSC I*	4	BSC II or PSC II*	4
UNIV 101	2	S 150/ ET 250 or S 250	3
	15		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 or 251	3	H 250 or 251	3
SP 101/F 101/G 101	3	SP102/F 102/G 102	3
ARTS 250/ MU 250/ D 254	3	SOC 203	3
Approved Elective	3	CS 150 or 151	3
ECON 255	3	PSY 250 or EPSY 250	3
M 155	3	PE 150 or HED 151	2
	18		17

JUNIOR

First Semester	Credits	Second Semester	Credits
SOC 310	3	H 104	3
SP 201/F 201/G 201	3	SP 202/F 202/ G 202	3
SOC 305	3	SOC 306	3
HU 250 Afro Amer Exper	3	Approved Elective	3
H 103	3	Elective	3
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
SOC 402	3	SOC 404	3
Approved Elective	3	Approved Elective	3
Approved Elective	3	Elective	3
GUID 210	1	Elective	3
E 302	3		
Elective	3		
	16		12

DEPARTMENT OF VISUAL AND PERFORMING ARTS

From art exhibits, musical and choral concerts, to theatre productions, the Department of Visual and Performing Arts nurtures the creative and cultural lives of our students, staff, and faculty. The Department's mission is to provide the academic and social education, along with intensive arts training to create a new generation of artists and involved citizens for a global society. The department's goals are consistent with and support the mission of the University.

In the Department of Visual and Performing Arts students can receive the following degrees: Bachelor of Science degree in Art Education or Music Education; the Bachelor of Arts degree in Drama, Drama Education, Music Performance, Music Industry, or Studio Art.

VISUAL ARTS PROGRAM

The mission of the Visual Arts Program at South Carolina State University is to provide students with an accessible and supportive learning environment that emphasizes the importance of visual arts in society. The faculty and administration strive to maintain a program that provides a valuable education in the visual arts, enhances career opportunities for all students, and promotes an appreciation of life-long learning. The Visual Arts Program is dedicated to nurturing the creative and scholarly potential of students, supporting faculty in the development of excellence in teaching and research, and promoting visual arts in the community.

GOALS

The goals of the Visual Arts Program are:

- To maintain a program that enables students to develop a range of formal and technical studio skills as well as conceptual and intuitive decision making skills in order achieve a level of visual communication or expression.
- To provide students with an understanding of standards of quality in the visual arts and encourage students to practice critical thinking skills when evaluating their own work and the work of others.
- To instill in students an appreciation of the evolution and significance of art history, including major movements/artists of both the past and present in Western and non-Western cultures.
- To provide students focused in Art Education with knowledge and experience in theoretical and practical teaching strategies
- To prepare students for careers in visual art and other disciplines or graduate studies.
- To encourage students to become visually aware of the world around them.
- To support faculty in teaching as well as scholarly and creative research efforts.
- To encourage an appreciation of the arts across disciplines.
- To promote visual arts in the local community and beyond.

OBJECTIVES

- To structure studio art curricula so that student mastery of techniques in specific media as well as formal and conceptual studio skills may be achieved.
- To maintain and enhance standards of quality of student work through a shared philosophy of quality emphasized in class critiques and instructor evaluation.
- To create opportunities for students to practice critical thinking skills through class critiques and critical writing assignments.
- To stress the significance of art history through curricular offerings as well as museum and gallery visits.
- To structure an art education curriculum that will provide experience in studio techniques, education theory and practice and observed teaching.
- To prepare students for careers in visual arts by engaging in professional development activities.
- To promote visual awareness through specific studio projects and field trips.
- To support faculty teaching and research through funding, appropriate teaching loads, tenure and promotion, etc.
- To encourage faculty and students to engage in cross-disciplinary activities through collaborations with the Music, Drama and other University programs.
- To exhibit student and faculty work in the University and surrounding community.
- To reach out to students, faculty and the community through the scheduling of visiting artist lectures and arts related events.

VISUAL ARTS PROGRAM OFFERINGS

The Visual Arts Program offers the Bachelor of Arts in Studio Art and , in conjunction with the Department of Education, the Bachelor of Science in Art Education.

BACHELOR OF ARTS IN STUDIO ART

The Bachelor of Arts degree in studio art is a liberal arts degree that offers the student a breadth of experience in the visual arts. Students enrolled in this major will gain a range of experience in the traditional tools, techniques and modes of artistic expression as well as new media and design concepts. The student will also develop an understanding and appreciation of the history of art as well as critical thinking about art and how it relates to the world.

The curriculum is structured so that the student begins with foundation level courses in studio arts, moves on to beginning courses in several disciplines, including drawing, painting, printmaking, digital media, ceramics and sculpture, and then moves on to gain intermediate and advanced experience in one or more disciplines. The concentration on one discipline within a liberal arts degree allows the student to go beyond beginning level skill

tests and exercises in order to provide the student with experience in more advanced creative development. The Visual Arts Program offers three concentrations in studio arts:

Ceramics/Sculpture
Digital Media
Printmaking

Studio Art Program Requirements:

Studio Art majors must complete a total of 120-12 credit hours for the Bachelor of Arts in Studio Art with 51-54 credit hours in the Visual Arts Program. The requirements include 12 hours of studio art foundation courses, 12 hours of art history, 18-21 hours in a studio concentration with 12 hours at or above the 300 level, 6 hours of studio courses outside the concentration area, and 3 hours in art exhibition techniques. Students must earn a grade of "C" or better inall art courses to meet graduation requirements. All students must pass the English Proficiency Exam. Studio Art majors are also required to attend lectures, meetings, and gallery and museum exhibitions associated with the department, as well as lyceum and cultural enrichment programs offered at the university. Upon completion of their course work, majors are required to mount an exhibition of their artwork at the university, usually at the end of their senior year.

Career Options in Studio Art:

Careers in studio art include professional artist, graphic designer, web/interactive media designer, illustrator, community arts instructor, exhibition technician, studio lab technician and print shop technician. Graduates in the studio art major may also choose to go on to further study in art therapy, arts administration, museum studies, and fine arts studies at the master's level.

BACHELOR OF SCIENCE IN ART EDUCATION

The degree of Bachelor of Science is a liberal arts undergraduate education degree that is conferred upon students (i.e. pre-service teachers) who have majored in the teaching of art. The department of visual and performing arts collaborates with the department of education to prepare pre-service art teachers for K-12 licensure.

The purpose of the undergraduate art education program is to develop preservice art teachers who are artistically competent and pedagogically sound. The art education program is methodically structured to encourage and assist student in developing broad-based artistic capabilities and a repertoire of instructional competencies. Emphasis is placed on: in-depth knowledge and proficiency in the content of art; awareness of art history and appreciation for the arts; understanding of contemporary and historical philosophies in art education; comprehension of instructional strategies; development of effective communication skills; competence in instructional technology; exposure to ethical standards and professionalism; approaches to classroom management; knowledge of growth and stages of artistic development in children; sensitivity to diversity and its ramification for learning; commitment to scholarship and professional development; curricular paradigms that are reflective of goals and purposes of art education, the school, the community and the broader society.

Students majoring in the art education program are required to take 6 hours of studio art courses at or above the 300 level. This will enable them to develop more advanced experience in one or more of the visual art disciplines of ceramics, sculpture, painting, printmaking or digital media.

Students must apply to the Department of Education and be admitted before taking upper level education courses. In addition, students must pass the Praxis I, Praxis II (NTE specialty area exam), complete 150 pre-step hours and maintain a minimum GPA of 2.50 to remain in the program. All students must pass the English Proficiency Exam as well as apply and be admitted to the program for Professional Clinical Experience in the field.

Art Education Program Requirements:

Art Education majors must complete a total of 128 credit hours. A total of 49 credit hours are required in visual art, which includes 12 hours of art history. A total of 7 credit hours are required in art education methods. A total of 31 credit hours are required in education including 12 hours of student teaching. A total of 48 credit hours are required from the General Education Curriculum. Students must earn a grade of "C" or better in all art courses to meet graduation requirements.

Art Education majors are also required to attend lectures, meetings, and gallery and museum exhibitions associated with the department, as well as lyceum and cultural enrichment programs offered at the university.

Career Options in Art Education:

Careers in art education may include but not limited to Art teacher at the Elementary, Middle School, or High School levels; Museum Art Educator; Lecturer; Arts Consultant for Educational Programming; Visual Education Grant Writer.

CURRICULUM LEADING TO THE DEGREE OF THE BACHELOR OF ART IN STUDIO ART with a concentration in Ceramics/Sculpture (120 credit hours)

FRESHMAN

First Semester	Credits	Second Semester	Credits
ARTS 115 Design Fund. I	3	ARTS 116 Design Fund.II	3
UNIV 101 Intro to Univ.	2	E 151 English Comp.	3
E 150 English Comp.	3	M 155 Math Modeling	3
M 150-154 Math	3	S 150/S 250 or ET 250	3
Any 150 Lab Sci. Lec.	1	Any Corresp. 152 Lab Sci.	3
Any 151 Lab Sci Lab	1	Any Corresp. 153 Lab Sci.	1
Total	15		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 218 Ceramics I	3	ARTS 220 Sculpture I	3
ARTS 215 Drawing I	3	ARTS 217 Painting I	3
ART 250 Art Appr.	3	or 219 Printmaking I	
E 250 or 251 World Lit.	3	CS 150 Comp. Techn.	3
H 250 or 251 World Hist.	3	MU 250 or D 254 Intro. to	3
		Any PE 150 or HED 151	2
Total	15		14

JUNIOR

First Semester	Credits	Second Semester	Credits
ARTS 320 Sculpture II	3	ARTS 318 Ceramics II	3
ARTH 215 Hist West Art I	3	ARTH 315 Art Exhib.Tech.	3
HHU 250 or Culture Aware	3	ARTH 216 Hist West Art II	3
PSY 250/SOC 250 or		ECON 250/255 or	
EPSY 250 Behav. Sci.	3	PS 252 Amer. Govt.	3
Elective		Elective	3
Total	15		15

SENIOR

First Semester	Credits	Sceond Semester	Credits
ARTS 330 Sculpture III	3	ARTS 328 Ceramics III	3
ARTS 223 Digital Media I	3	ARTS 440 Cer/Sculp	3
ARTH 415 African-Am Art	3	ARTH 420 Mod/Cod Art	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	15		15

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ART IN

STUDIO ART

with a concentration in Digital Media (121 credit hours)

FRESHMAN

First Semester	Credits	Second Semester	Credits
ARTS 115 Design Fund I	3	ARTS 116 Design Fund II	3
UNIV 101 Intro to Univ	2	E 151 English Comp	3
E 150 English Comp	3	M 155 Math Modeling	3
M 150-154 Math	3	S 150, S 250 or ET 250	3
Any 150 Lab Science Lec	3	Any Corresp 152 Lab Sci	3
Any 151 Lab Science Lab	1	Any Corresp 153 Lab Sci	1
Total	15		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 223 Digital Media I	3	ARTS 233 or 235	3
ARTS 215 Drawing I	3	ARTS 217 or 219	3
ART 250 Art Appr.	3	ECON 250, 255 or PS 252	3
E 250 or 251 World Lit.	3	MU 250 or D 254	3
H 250 or 251 World Hist.	3	CS 150 Computer Tech	3
Total	15		15

JUNIOR

First Semester	Credits	Second Semester	Credits
ARTS 323 Elect Page Design	3	ARTS 333 Web Page Des	3
ARTS 218 or 220	3	ARTH 216 Hist West Art II	3
ARTH 215 Hist West Art I	3	MKT 300 Prin of Mktg	3
HHU 250 or Cultural Aware	3	CS 350 Soc Imp Comp	1
PSY 250, SOC 250 or		Any PE 150 or HED 151	2
EPSY 250 Behav. Sci.	3	Elective	3
Total	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
ARTS 335 or 423	3	ARTS 433 Interactive Des	3
ARTH 315 Art Ex Tech	3	ARTH 420 Mod/Con Art	3
ARTH 415 African-Am Art	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	15		15

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ART IN STUDIO ART with a concentration in Printmaking (120 credit hours)

FRESHMAN

First Semester	Credits	Second Semester	Credits
ARTS 115 Design Fund. I	3	ARTS 116 Design Fund.II	3
UNIV 101 Intro to Univ.	2	E 151 English Comp.	3
E 150 English Comp.	3	M 155 Math Modeling	3
M 150-154 Math	3	S 150/S 250 or ET 250	3
Any 150 Lab Sci. Lec.	3	Any Corresp. 152 Lab Sci.	3
Any 151 Lab Sci Lab	1	Any Corresp. 153 Lab Sci.	1
Total	15		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 219 Printmaking	3	ARTS 217 Painting I	3
ARTS 215 Drawing I	3	ARTS 315 Drawing II	3
ART 250 Art Appr.	3	PSY 250/SOC 250 or	3
E 250 or 251 World Lit.	3	EPSY 250 Behav. Sci.	
H 250 or 251 World Hist.	3	CS 150 Computer Techn.	3
		MU 250 or D 254	3
Total	15		15

JUNIOR

First Semester	Credits	Second Semester	Credits
ARTS 319 Printmaking II	3	ARTS 221 Photo I	3
ARTS 218 or 220	3	ARTH 216 Hist West Art II	3
ARTH 215 Hist West Art I	3	Any PE 150 or HED 151	2
HHU 250 or Cultural Aware	3	ECON 250, 255 or PS 252	3
Elective	3	Elective	3
Total	15		14

SENIOR

First Semester	Credits	Second Semester	Credits
ARTS 329 Lithography	3	ARTS 440 IS Printmaking	3
ARTH 315 Art Ex Tech	3	ARTH 223 Digital Media I	3
ARTH 415 African-Am Art	3	ARTH 420 Mod/Con Art	3
Elective	3	Elective	3
Elective	3	Elective	3
Total	15		15

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ART EDUCATION (128 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
ARTS 115 Design Fund. I	3	ARTS 116 Design Fund.II	3
UNIV 101 Intro to Univ.	2	E 151 English Comp.	3
E 150 English Comp.	3	M 155 Math Modeling	3
M 150-154 Math	3	S 150/S 250 or ET 250	3
Any 150 Lab Sci. Lec.	3	Any Corresp. 152 Lab Sci.	3
Any 151 Lab Sci Lab	1	Any Corresp. 153 Lab Sci.	1
ED 199 Intro to Education	2	ED 150/151 or 152 Ed Sem.	1
Total	17		17

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 215 Drawing I	3	ARTS 217 Painting I	3
ARTS 218 Ceramics I	3	ARTS 221 Photo I	3
ARTH 215 Hist West Art I	3	ARTH 216 Hist West Art II	3
HED 151 Person Comm. Hlth	2	CS 150 Computer Tech	3
H 250 or 251 World Hist.	3	EPSY 260 Princ of Learn	3
EPSY 250 Human Growth Development	3	E 250 or 251 World Lit.	3
Total	17		18

JUNIOR

First Semester	Credits	Second Semester	Credits
ARTS 220 Sculpture I	3	ART 250 Art Appreciation	3
ARTS 219 Printmaking I	3	ARTS 315-355 Int/Adv	3
ARED 315 Art for Children	3	ARTH 420 Mod/Con Art	3
ED 306 Hist & Philosophy	3	ED 350 Art Ed Methods	1
HHU 250 or Cultural Aware	3	ED 308 Gen Teach Methods	3
ECON 250, 255 or PS 252	3	SPED 216 Intro to Ex Child	3
Total	18		16

SENIOR

First Semester	Credits	Second Semester	Credits
ARTS 315-355 Int/Adv	3	ED 430 Professional	
ARTH 415 African-Am Art	3	Clinical Experience	12
ED 450 Senior Ed Seminar	1		
ED 425 Sem II (Spec Meth)	3		
RED 317 Teaching Reading	3		
Total	13		12

DRAMA PROGRM

The curriculum of the drama component leads to the Bachelor of Arts degree, and permits the student to develop an emphasis in general theatre studies. The progrm stresses the effective development of expressive skills, both oral and written. In cooperation with the Department of Education, an opportunity for teacher certification is provided. The curriculum is designed to provide through the study of theatre history, design, performance, and production: 1) a liberal arts education in theatre; 2) preparation for graduate study; 3) teacher certification; and 4) preparation for opportunities in the performing arts.

Minor programs in English, Music, Print Journalism, Radio Broadcasting, and Visual Arts are also available.

OBJECTIVES

The objectives of the theatre component are as follows:

1. To develop in the student the power of independent and creative thinking, critical judgement, and individual initiative;

2. To help students achieve career goals in theatre and the allied professions;

3. To provide an academic program in theatre that is suffi ciently broad and rigorous enough to prepare students for graduate study;

4. To offer a sequence of study and experience, including the study of children's theatre and creativ drama, as well as the history and philosophy of education; a general teaching methodology and children's theatre practicums in the labor atory school, which leads to teacher certification.

GENERAL PROGRAM REQUIREMENTS

All majors and minors in Drama must register with the Department of Visual and Performing Arts. Majors are expected to complete sixty-two (62) semester hours of course work in drama, exclusive of those courses taken to satisfy University requirements. No drama course with a grade less than "C" will be accepted for credit toward graduation.

The drama curriculum is performance-oriented and all drama majors are required to read at all auditions and to accept acting or production assignments for each University theatre production. The Henderson-Davis Players, housed in the Henderson-Davis Threatre, is an integral, academic adjunct to the program in drama.

MAJOR REQUIREMENTS

The curriculum in Drama Education includes thrity-seven (37) semester hours in the teaching specialization as follows: The Management and Community Drama, Elements of Acting, Stagecraft; Indroduction to Theatre, Stage Lighting, Stage Makeup, Direction of Plays, History of Costume and Design, Children's Theatre and Creative Drama, Black Drama, History of the Theatre, Shakespare, and Public Speaking.

Drama Education majors also include in these Professional Education courses in their schedules: Introduction to Education; Principles of Learning; History and Philosophy of Education; Generic Methods; Advanced Methods; Teaching Reading in the Content Area; Introduction to Exceptional Children; Professional Clinical Experiences.The curriculum in Drama Education utilizes the Felton Laboratory School as its center for Pre-Professional Clinical Experiences.

Minor Requirements

A minor in drama will complement any major, especially Art,Education, English, History, Political Science, or Psychology. The drama minor requires eighteen (18) semester hours as follows: Speech 150, Drama 254, 205, 206, 301, 405 or 410.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN DRAMA (121 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101	2	E 151	3
E 150	3	S 150	3
BSC 150	3	BSC 152	3
BSC Lab 151	1	BSC Lab 153	1
M 150 or 151	3	M 155	3
D Lab 011-01	1	D 206	3
D 201 1			
D 205 3			
Total	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250 or 251	3	MU 112 (Voice)	1
PSY 250 or SOC 250	3	MU 250	3
HUM 250	3	ECON 255	3
D 254	3	D 302	1
D 308	3	D 309	3
MU 111 (Voice)	1	D 011-02	1
		CS 150 or 151	3
Total	16		15

JUNIOR

First Semester	Credits	Second Semester	Credits
ARTS 250	3	D 311	3
E 403	3	D 322	3
D 301	3	PE 150/HED 151	2
D 305	3	E 302	3
D 410	3	Elective	3
Total	15		14

SENIOR

First Semester	Credits	Second Semester	Credits
D 306	3	H 250 or 251	3
D 307	3	D 310	3
D 403	2	D 411	2
D 405	3	E 315	3
Elective	3	Elective	3
Total	14		14

Electives

Group I		Group II	
BC 201	3	BC 202	3
E 201	3	E 318	3
E 317	3	S 301	3
E 401	3	S 250	3

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN DRAMA EDUCATION (127 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150	3	E 151	3
M 150 or 151	3	M 155	3
BSC 150 or 152	3	PSC 150 or 152	3
BSC Lab 151or 153	1	PSC Lab 151 or 153	1
UNIV 101	2	ED 199	2
PE 150/HED 151	2	S 150	3
D 254	3	CS 150	3
		*ED 150	1
Total	17		19

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
EPSY 250	3	S 250	3
E 250 or 251	3	EPSY 260	3
HUM. 250	3	ECON 255/PS 252	3
H 250 or 251	3	D 206	3
Elective	1	D 302	1
D 205	3	D 309	3
Total		16	16

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
ED 306	3	E 302	3
D 301	3	SPED 216	3
E 403	3	RED 317	3
D 305	3	ED 308	3
D 405	3	ARTS or MU 250	3
D 308	3		
Total	18		15

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425	3	Education 430	12
D 201	1		
D 307	3		
*Education Seminar 450	1		
Elective	3		
Elective	3		
Total	14		12

Application for Professional Clinical Experience
Application for Graduation

Electives

D 200	D 410	D 411
E 315	E 317	E 401
E 406	GEO 305	S 301
S 302		

MUSIC PROGRAM

The Music Program is nationally accredited by the National Association of Schools of Music. The music area fosters the growth and development of well-rounded musicians. Students receive individual applied instruction, basic training on the piano, are exposed to technological developments and participate in one or more ensembles. Ensembles include the University Symphonic Band, the Marching "101" band, The Concert Choir, Percussion Ensemble, Jazz Band, and String Ensemble. In addition, students receive fundamental training in music theory, history, and a general core curriculum of university courses. Graduates of the music area pursue careers in Education, Music Industry, Creative and Performing Arts, as well as graduate studies in music. The student of today is thus prepared to become the musical leader of tomorrow.

OBJECTIVES

The specific objectives of the Music Programs are as follows.

1. Demonstrate, by means of appropriate evaluative criteria, effective manipulative and organizational skills in the use of techniques and materials emphasizing the expressive content and communicative qualities of artistic processes.
2. Foster positive forces through music education that will continue to enhance the cultural and aesthetic life of the entire university community.
3. Provide students with basic skills, techniques, pedagogical concepts-insights, and perspectives for careers as per-forming artists, Commercial Music Industry Professionals and elementary and secondary-school teachers.
4. Interpret, create, and maintain the highest level in indi-vidual and group performance.
5. Prepare majors for graduate study.
6. Be flexible, accept challenge, and be willing to experiment with new ideas and new methods.

PROGRAM OFFERINGS

The Music Program offers the Bachelor of Arts in Performance, Bachelor of Science in Music Education, the Bachelor of Arts in Music, and the Bachelor of Arts in Music with an Emphasis in Music Industry. A minor is offered in Music.

PROGRAM REQUIREMENTS

Students who wish to enter the area as majors are required to take an entrance examination in order to evaluate their levels of performance in voice, on keyboard, and orchestral instruments. Additionally, a diagnostic theory examination is given for placement in proper theory classes.

All music majors must participate in at least one ensemble each semester, for which one credit hour is given each semester. This may be applied to the minimum requirements for graduation for these students. Students may, however, participate in two of these groups, *i.e.* choral and instrumental or one of the afore-mentioned and the jazz ensemble.

011-108 Instrumental Ensemble (Marching Band)

021-027 Collegiate Chorale (Concert Choir)
031-038 Jazz Ensemble
041-048 Concert Wind Ensemble
051-058 String Ensemble

Admission to these ensembles is by audition only.

All music majors are required to take individual lessons on a chosen instrument and/or voice for a period of four years. At the end of this period a senior recital is presented. Instruction is available in all four categories of orchestral instruments (strings, woodwinds, brasswinds, and percussion) as well as organ, piano, fretted stringed instruments and voice. Area requirements are as follows:

Music EducationInstrumental (band or orchestra): three and a half years on a major instrument, one year and a half of piano, one year each on two minor instruments of different families, two years of instrumental class instruction.

Music EducationChoral: One and a half to three years of piano, one and a half to three years of voice.

Music EducationPiano, Voice, Violin, Organ, *etc.:* Four years of study on a major instrument. Students may select to study orchestration and/or additional piano, voice, strings, *etc.*

Senior students will be required to appear in a creditable public recital in their major performing medium, either individually or jointly with another student, as partial fulfillment for the degree of Bachelor of Science in Music Education.

Students in the Bachelor of Arts degree program (Performance) must present two recitals; one half-hour recital during the junior year (second semester) and a one-hour recital during the senior year.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN MUSIC WITH AN EMPHASIS IN PERFORMANCE (VOICE) (131 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
MU 107 Music Theory	2	MU 127	2
MU 021 Concert Choir	1	MU 099 Recital Hour	0
MU 115 Applied Voice	2	MU 097	1
E150 English Composition	3	M 150 Quant. Reasoning	3
UNIV 101	2	PE 150/MS 101	2
MU 108 Music Theory	2	MU 128	2
MU 022 Concert Choir	1	MU 099 Recital Hour	0
MU 116 Applied Voice	2	MU 104	1
E 151 English Comp.	3	M 155 Intro to Math	3
MUT 150	3	Modeling	
Total 19		17	

SOPHOMORE

First Semester	Credits	Second Semester	Credits
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear-Training	2	MU 228 Ear-Training	2
MU 023 Concert Choir	1	MU 024 Concert Choir	1
MU 215 Applied Voice	2	MU 216 Applied Voice	2
MU 099 Recital Hour	0	MU 099 Recital Hour	0
BSC 150 3		ECON 255	3
BSC 151 Lab	1	BSC 152	3
H 250	3	BSC 153 Lab	1
ART 250 3		E 250	3
EPSY 250	3	S 150	3
Total	20		20

JUNIOR

First Semester	Credits	Second Semester	Credits
MU 337 Music Hist. & Lit	3	MU 338 Music Hist. & Lit.	3
MU 303 Essent of Conduct	2	MU 304 Choral Conducting	2
MU 025 Concert Choir	1	MU 026 Concert Choir	1
MU 315 Applied Voice	2	MU 316 Applied Voice	2
MU Secondary Applied	1	MU Secondary Applied	1
MU 099 Recital Hour	0	MU 099 Recital hour	0
MU 453 Opera Workshop	1	MU 454 Opera Workshop	1
HUM 250	3	MU 202 Intro. to Music	3
		Elective	3
Total	13		16

SENIOR

First Semester	Credits	Second Semester	Credits
MU 404 Form & Analysis	2	MU 467 Senior Recital	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MU 415 Applied Voice	2	MU Applied Voice	2
MU Minor Ensemble	1	MU Minor Ensemble	1
MU 027 Concert Choir	1	MU 028 Concert Choir	1
MU Secondary Applied	1	MU Secondary Applied	1
MU 448 Vocal Pedagogy	3	MU 409 Scoring & Arrang.	3
MU 457 Opera Workshop	1	Elective	3
Elective	3		
Total 14		12	

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN MUSIC WITH AN EMPHASIS IN PERFORMANCE (PIANO) (128 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
MU 207 Music Theory	2	MU 108 Music Theory	2
MU 127 Ear Training	2	MU 128 Ear Training	2
MU Ensemble	1	MU Ensemble	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MU 105 Applied Piano	2	MU 106 Applied Piano	2
MU 111 Class Voice	1	MU 112 Applied Voice	1
E 150 English Composition	3	S 150 Fund of Speech ``	3
M 150 Quant Reasoning	3	E 151 English Comp.	3
UNIV 101 Intro. to the Univ	2	M 155 Intro to Math Model	3
PE 150 /MS 101	2	MUT 150	3
Total	18		20

SOPHOMORE

First Semester	Credits	Second Semester	Credits
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear Training	2	MU 228 Ear Training	2
MU Ensemble	1	MU Ensemble	1
MU 205 Applied Piano	2	MU 206 Applied Piano	2
MU 099 Recital Hour	0	MU 099 Recital Hour	0
BSC 150 Bio Science	3	BSC 152 Bio Science	3
BSC 151 Bio. Science lab	1	BSC 153 Bio. Science lab	1
H 250 History	3	E 250 World Literature	3
ART 250 Art Appreciation	3	ECON 255 Survey of Econ	3
EPSY 250	3		
Total	20		17

JUNIOR

First Semester	Credits	Second Semester	Credits
MU 337 Music Hist. & Lit.	3	MU 338 Music Hist. & Lit	3
MU 303 Essent of Conduct	2	MU304 Choral Conduct	2
MU Ensemble	1	MU Ensemble	1
MU 305 Applied Piano	2	MU 306 Applied Piano	2
MU 099 Recital hour	0	MU 099 Recital hour	0
HUM 250 Afro Amer Exp.	3	MU 202 Intro to Music	3
Elective	3	Elective	3
Total	14		14

SENIOR

First Semester	Credits	Second Semester	Credits
MU 404 Form and Analysis	2	MU 467 Senior Recital	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MU 405 Applied Piano	2	MU 406 Applied Piano	2
MU Minor Ensemble	1	MU Minor Ensemble	1
MUED Ensemble	1	MU Ensemble	1
MU Secondary Applied	1	MU Secondary Applied	1
MU 441 Piano Pedagogy	3	MU 409 Scoring & Arrang.	3
MU 340 Piano Literature	1	Elective	3
Total	11		12

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN MUSIC WITH AN EMPHASIS IN PERFORMANCE (ORCHESTRAL INSTRUMENTS) (128 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
MU 098 or MU 107	2	MU 108 Music Theory	2
MU 127 Ear Training	2	MU 128 Ear Training	2
MU 103 Class Piano	1	MU 104 Class Piano	1
MU Applied Instrument	2	MU Applied Instrument	2
MUED 011 Ensemble	1	MU Ensemble	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
E 150 English Comp	3	E 151 English Comp	3
M 150 Quant Reasoning	3	M 155 Intro to Math Mod	3
UNIV 101	2	CS 150 Computer Tech	3
PE 150 /MS 101	2	S 150 Fund of Speech	3
Total	18		20

SOPHOMORE

First Semester	Credits	Second Semester	Credits
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear Training	2	MU 228 Ear Training	2
MU Applied Instrument	2	MU Applied Instrument	2
MU Ensemble	1	MU Ensemble	1
MU 099 Recital Hour	0	MU 099 Recital hour	0
BSC 150 Biological Sci	3	BSC 152 Biological Sci	3
BSC 151 Bio. Sci lab	1	BSC 153 Bio. Science lab	1
H 250 History	3	E 250 World Literature	3
ART 250 Art Apprec	3	ECON 255 Survey of	3
EPSY 250	3	Economics	
Total	20		17

JUNIOR

First Semester	Credits	Second Semester	Credits
MU 337 Music Hist. & Lit	2	MU 338 Music Hist. & Lit	3
MU 303 Essent of Cond	2	MU 309 Instr Conducting	2
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MU Applied Instrument	2	MU Applied Instrument	2
MU Sec Instrument	1	MU Sec Instrument	1
MU Ensemble	1	MU Ensemble	1
MU Minor Ensemble	1	MU Minor Ensemble	1
HUM 250 Afro Amer Exp	3	MU 202 Intro to Music	3
Elective	3		
Total	15		13

SENIOR

First Semester	Credits	Second Semester	Credits
MU 404 Form and Analysis	2	MU 467 Senior Recital	1
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MU Applied Instrument	2	MU Applied Instrument	2
MU Minor Ensemble	1	MU Minor Ensemble	1
MU Ensemble	1	MU Ensemble	1
MU Secondary Applied	1	MU Secondary Applied	1
Elective	3	MU 409 Scoring & Arran	3
Elective	3	MU 327 Symphonic Lit	3
Total	13		12

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF ARTS IN MUSIC (With an Emphasis in Music Industry) (133 credit hours)

FRESHMAN

First Semester	Credits	Second Semester	Credits
MU 107 Music Theory	2	MU 108 Music Theory	2
MU 127 Ear Training	2	MU 128 Ear Training	2
MU 099 Recital Hour	0	MU 104	1
MU Applied Major Instru	1	MU 099 Recital Hour	0
MU Ensemble	1	MU Applied Major Instr	1
MU 103 Class Piano	1	MU Ensemble	1
MUT 150 Intro Music Tech.	3	S 150 Fund of Speech Com	3
E 150 English Comp	3	E 151 English Comp.	3
M 150 Quant Reasoning	3	M 155 Intro to Math Model	3
UNIV 101 Intro University	2	PSC 150 Physical Science	3
		PSC 151 Lab	1
Total	18		20

SOPHOMORE

First Semester	Credits	Second Semester	Credits
MU 207 Music Theory	2	MU 208 Music Theory	2
MU 227 Ear Training	2	MU 228 Ear Training	2
MU Applied Major Instr	1	MU Applied Instrument	1
MU Ensemble	1	MU Ensemble	1
HUMU 250	3	MU 099 Recital Hour	0
H 250 World History	3	MU 203 Hist. of Jazz Mu	3
PSC 152	3	E 250	3
PSC 153 Lab	1	D 254	3
		EPSY 250	3
Total	16		18

JUNIOR

First Semester	Credits	Second Semester	Credits
MU 310 Com. Mu. Prac I	3	MU 311 Com. Mu. Prac II	3
MU 370 Hist Com. Music	2	FCS	3
MU Applied Major Instr	1	MU Applied Instrument	1
MU 337 Music Hist & Lit.	3	MU 338 Music Hist & Lit.	3
MU 099 Recital Hour	0	MU 099 Recital Hour	0
MU Ensemble	1	MU Ensemble	1
MU 270 Har/Jazz Theo	2	MU 380 Cont Song Writing	2
MU 375 Admin & Fund	2	PE 150/HED 151/MS 150	2
Elective	3	Elective	3
Totaal	17		18

SENIOR

First Semester	Credits	Second Semester	Credits
MU 099 Recital Hour	0	MU 468 Mus Ind Intern	12
MU Applied Major Instr	1	**or**	
MU 467 Senior Recital	1	12 additional hours from the	
MU 480 Intro to Digital Rec	2	following electives:	
MU 404 Form and Analysis	2	MGT 320 Finan. Mgmt	3
MU 470 Artist Mgmt	2	BC 202 Broadcast Prod	3
MU Ensemble	1	PS 252 Amer. Govt	3
Elective	3	PS 307 Amer. Judi Process	3
		BA 412 Entrepreneurship	3
		BA 101 Intro. to Business	3
		MKT 413 Advertising	3
Total	12		12

COLLEGE OF SCIENCE, MATHEMATICS & ENGINEERING TECHNOLOGY

DEPARTMENTS

BIOLOGICAL & PHYSICAL SCIENCES

BIOLOGY
CHEMISTRY
PHYSICS

CIVIL AND MECHANICAL ENGINEERING TECHNOLOGY

CIVIL ENGINEERING TECHNOLOGY
MECHANICAL ENGINEERING TECHNOLOGY
NUCLEAR ENGINEERING
TRANSPORTATION PROGRAM
ENERGY CONSERVATION AND USE TECHNOLOGY

INDUSTRIAL AND ELECTRICAL ENGINEERING TECHNOLOGY

INDUSTRIAL ENGINEERING TECHNOLOGY
ELECTRICAL ENGINEERING TECHNOLOGY
INDUSTRIAL TECHNOLOGY EDUCATION

MATHEMATICS AND COMPUTER SCIENCE

COMPUTER SCIENCE
MATHEMATICS

COLLEGE OF SCIENCE, MATHEMATICS & ENGINEERING TECHNOLOGY

The mission of the College of Science, Mathematics and Engineering Technology is to produce scientists, mathematicians, engineers and engineering technologists who are highly skilled, competent, and well prepared to enter professional careers in the public and private sector and to pursue degrees beyond the baccalaureate level in professional or graduate school. The College seeks to serve the needs of the community, state, and nation by providing quality programs in a caring, nurturing, interdisciplinary environment that fosters academic excellence in the engineering technology, science and mathematics disciplines.

OBJECTIVES

The objectives of the College of Science, Mathematics, and Engineering Technology support the mission of the University and the Division of Academic Affairs. Specific objectives are:

1. To provide an environment that enables faculty and students to pursue their educational goals in a challenging and intellectually stimulating atmosphere, to continue personal growth and professional development through their involvement in scholarly activities.

2. To prepare students with fundamental knowledge and training in the use of technology, modern techniques and tools required for analyzing and solving problems in their chosen fields of study.

3. To inculcate the students with an understanding of professional and ethical responsibilities in a global context and instill in them the desire and capabilities required for life-long learning.

4. To foster the integration of technical knowledge with skills in communication that will enable the students to function and communicate effectively, both individually and within multi-disciplinary teams.

5. To encourage interdisciplinary collaboration that will stimulate innovative teaching, and cutting edge research among faculty and students.

6. To provide for high standards in courses which will prepare students with the necessary knowledge, experience, and tools to be successful in society.

7. To maintain viable programs in the College that will meet the needs and interest of students pursuing graduate studies, professional degrees as well as careers in industry teaching and government.

ORGANIZATION OF THE COLLEGE

The College of Science, Mathematics and Engineering Technology is an academic unit of South Carolina State University administered by the Dean with the support of four Chairpersons. It is organized into four departments:

- Department of Biological and Physical Sciences
  - Biology
  - Chemistry
  - Physics
- Department of Civil and Mechanical Engineering Technology
  - Civil Engineering Technology, Mechanical Engineering Technology,
  - Nuclear Engineering, Energy Conservation and Use Technology
  - Transportation Studies Coordination
- Department of Industrial and Electrical Engineering Technology
  - Electrical Engineering Technology, Industrial Engineering Technology,
  - Industrial Technology Education
- Department of Mathematics and Computer Science
  - Mathematics,
  - Computer Science

DEGREES

The college offers the Bachelor of Science degree in the following major programs:

Biology
Chemistry
*Civil Engineering Technology
**Computer Science
*Electrical Engineering Technology
Industrial Technology Education
*Industrial Engineering Technology
Mathematics
Mathematics and Computer Science (Double Major)
* Mechanical Engineering Technology
Physics
Teaching of Biology
Teaching of Chemistry
Teaching of Mathematics

*Programs Accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC of ABET) at the main campus in Orangeburg.

**Program accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC of ABET) at the main campus in Orangeburg.

A BACHELOR'S PROGRAM FOR TECHNICAL COLLEGE GRADUATES

The Bachelor's Degree Program in Engineering Technology will admit persons holding an associate degree in engineering technology for upper-division undergraduate work that will be a direct continuation of study in the student's field of specialization. The associate degree will be considered as evidence of satisfactory completion of study equivalent to the lower-division requirements of the four-year engineering technology degree program at South Carolina State University. The students so accepted are required to complete satisfactorily only the third-and fourth-year requirements but are held responsible for any deficiencies in their preparation. Students transferring must abide by the same university regulations and are entitled to the same privileges as all other students at South Carolina State University.

Requirements for Admission

Students who are technical college graduates and who wish to enroll in the baccalaureate degree program in engineering technology at South Carolina State University must meet the following requirements:

1. Earn an Associate degree in Applied Science or Engineering Technology in the discipline or related field for which they plan to study;

2. Achieve an overall quality-point average of at least 2.00 (based on a 4.00 scale) in all courses taken at the technical college;

3. Complete satisfactorily the prerequisite courses for the discipline which they plan to study. If students have deficien-cies, they must be made up during the student's first year of study;

4. Demonstrate a proficiency in reading, speech, and written English. All transfer students must take and pass the Eng-lish Proficiency Examination; and

5. Submit to the college a letter of recommendation from the Director or Dean of the Engineering Technology department of the technical college, where the transfer students obtained their associate degree.

Prerequisite Background

Students who have been awarded an Associate in Applied Science degree from an accredited technical college will be granted full credit up to a maximum of 71 semester hours. The entering student should have completed the following subject-matter requirements in the associate degree program:

General Education Courses:	
English	6
Algebra and Trigonometry	6
Calculus	6
Chemistry	4
Social Studies	6
Physics	4
Computer Science	3
	35
Technical Courses in Major Area	36
Total Semester Hours	71

OFF CAMPUS EXTENSION OF BACHELOR OF SCIENCE DEGREE PROGRAM IN ELECTRICAL ENGINEERING TECHNOLOGY

South Carolina State University has an ongoing evening off-campus program of upper-division courses leading to a Bache-lor of Science degree in Electrical Engineering Technology at selected South Carolina technical colleges. The program is currently offered at Greenville Technical College, Midlands Technical College, Piedmont Technical College, and Trident Technical College. This program is designed for the employed technical college graduates who possess an associate degree in Electrical/Electronics Engineering Technology and who wish to obtain a four-year degree in the evenings. The Off-Campus Engineering Technology Office is located in the College of Science, Mathematics and Engineering Technology at the main campus in Orangeburg. This office is responsible for the administrative operation of this program.

ADMISSION PROCEDURES

The following credentials must be submitted before a student is admitted to the program:

1. A completed application. Forms may be obtained from the Admissions and Recruitment Office, South Carolina State University. On the application check "TEC Transfer" (Upper Division);
2. An application fee payable to South Carolina State University. The fee is not refundable;
3. Official transcripts from all technical colleges previously attended must be submitted to the Admissions and Recruitment Office, South Carolina State University; and
4. A health record and medical report must be included with the application.

COOPERATIVE EDUCATION

An integral part of the Bachelor's degree program in Engineering Technology and Sciences is the Cooperative Education Program. Students participating in the Co-op program will be paid an appropriate rate by the cooperating firm during his/her work period. The work assignments will alternate on a semester basis with the periods of academic study at South Carolina State University. Persons interested in the Co-op program should make application with the Office of Cooperative Education in the Career Planning and Placement Center.

A student enrolled in the College of Science, Mathematics and Engineering Technology may participate in the Cooperative Education Program. This program is a plan of education which permits a student to go to college and work in industry on an alternating basis. The purpose of the program is to provide students with challenging planned work experiences directly related to their college curriculum. The academic requirements are identical to those of the regular four-year student, except that Co-op students spend at least two semesters in industry gaining practical work experience related to their career-field. The alternating pattern is worked out in a predetermined schedule, allowing students to complete their programs of study in a minimum of time consistent with the obtaining of meaningful work experience.

Co-op students register as and are considered to be full-time students while in both on-campus and off-campus phases of the program. Acceptance in the Cooperative Education Program is normally limited to students who have completed their freshman year and have an above-average academic record. The student earns six (6) academic credits for each of his/her work-learning periods. These credits are applied as elective credits toward meeting the degree requirements. Co-op credits will not substitute for required courses in their curricula.

Students may enroll in classes at another institution during their Co-op assignment, provided they have the approval of their academic advisor or chairperson before enrolling. Once approval is

granted, students should execute and file with the Registrar's Office an 'Authorization for Transfer of Credit" form.

Participation in the Cooperative Education Program requires (1) filing an application, (2) meeting eligibility criteria, and (3) obtaining approval of the student's academic advisor. While supplementing income is not the primary purpose of the program, participants will find the income earned during their work periods to be of help to them in the financing of their education. At graduation, this integration of on-campus education and on-the-job experience is often the difference between starting permanent employment as a beginning trainee and being accepted for a higher-level position as an experienced employee.

COOPERATIVE EDUCATION OBJECTIVES

1. To give students practical experience under actual working conditions that will enable them to comprehend more fully the relationship between the "theoretical principle" and the "practical industrial need";
2. To help students develop an awareness of the human factor in the industrial and professional world in order to be able to work more successfully with associates; and
3. To acquaint students with the economic factors of technology and industry with particular emphasis on the relative values of time, money, and materials.

DUAL DEGREE PROGRAM

A dual degree program leading to the Degree of Bachelor of Science in Engineering Technology/Physics is available for students majoring in one of the Engineering Technology disciplines. A dual degree graduate is well prepared to pursue a graduate degree in engineering if he/she so desires. Under normal progress of study, a student should be able to complete the requirements for a dual degree in five (5) years.

The University also has dual degree programs with Claflin University and Benedict College. The program enables students from Claflin University and Benedict College to obtain one of the designated bachelor's degrees listed below from South Carolina State University:

Bachelor of Science in Civil Engineering Technology Bachelor of Science in Electrical Engineering Technology
Bachelor of Science in Industrial Engineering Technology
Bachelor of Science in Mechanical Engineering Technology

Students in these programs will normally be pursuing different degrees at Claflin and Benedict and must take more than four (4) years of credits.

THE PROFESSIONAL ENGINEERS EXAMINATION

Engineering Technology graduates from South Carolina State University can sit for the professional engineering examinations in South Carolina as a result of legislation passed by the South Carolina General Assembly in 1993. Under this legislation, engineering technology graduates can sit for the first part of the Fundamentals of Engineering (FE) examination. Those who pass the examination are certified as engineer-in-training after four years of apprenticeship under a Category A Professional Engineer. After another four years of apprenticeship, an engineer-in-training can sit for the second part of the State Board examination, the Principles and Practice of Engineering (PE) examination, and upon passing, become licensed as a Category B Associate Professional Engineer (restricted practice). After completing supplemental coursework and passing an additional exam, the licensee may then apply for the Category A Professional License (unrestricted practice).

Students who desire additional information on the Professional Engineers Examination may contact the Office of the Dean, College of Science, Mathematics and Engineering Technology.

THE PRE-PROFESSIONAL AND COOPERATIVE PROGRAMS

The pre-professional and cooperative programs are coordinated by the College of Science, Mathematics and Engineering Technology, through the Departments of Biological and Physical Sciences. A faculty advisor is assigned for each program. Students interested in pursuing any of these programs should contact the Department of Biological and Physical Sciences for more detailed information.

PROGRAM OFFERINGS

Pre-professional and/or cooperative programs are offered in the following areas: Medicine, Dentistry, Veterinary Medicine, Optometry, and Agriculture.

PRE-PROFESSIONAL PROGRAM REQUIREMENTS

Students who are planning to enter medical school should consult the premedical advisor and secure a statement of the requirements for admission. The standard medical college requires a Bachelor of Science degree for admission: However, a few medical colleges continue to admit students who have completed a minimum of ninety semester hours of college work in specific fields. It should be noted, however, that in recent years a large percentage of the freshman medical classes is composed of students holding a bachelor's degree.

The following are the minimum requirements for admission to a college of medicine:

Required Courses	Semester Hour Credit	Courses Recommended (*Strongly)
Organic Chemistry		
Chemistry	16	*Biochemistry
General Chemistry		Physical Chemistry
Organic Chemistry		Quantitative Analysis
Physics	8	*Microbiology
English	6	*Cell Biology
Rhetoric and Composition		*Genetics
Foreign Language	6	*Algebra
French, German or Spanish		*Calculus
Biology	12	Statistics or

General Biology or Zoology		Statistical Math
Comparative Anatomy		Political Science
Mathematics	15	Economics
Social Science	9	
History, Sociology, Psychology		

It is the policy of South Carolina State University to require those students who plan to study medicine to complete a regular four-year curriculum with a Bachelor of Science degree.

In order to meet the above minimum requirements, the following courses are recommended:

Chemistry	150/151, 201, 306/316, 307/317, 403, 405
Biology	150, 151, 201, 204, 305, 401
French or German	101, 102
Physics	250/251, 252/253
English	150, 151, 201, 202

South Carolina State University is on the approval list of the American Medical Association.

The Medical College Admission Test is required of every applicant for admission to a medical college, and a satisfactory score must be made before his application can be considered.

PRE-DENTISTRY—

The minimum requirements accepted for admission to any dental school are sixty hours of creditable college work. However, few students without the bachelor's degree and a creditable standing in the basic sciences are able to gain admission.

Any student who is planning to enter a dental school should take the following pre-professional courses:

Biology	150, 151
Chemistry	150/151, 152/153, 306/3 16, 307/3 17,
English	150, 151, 201, 202

Electives such as modern language, mathematics, history, psychology, sociology, mechanical drawing, and economics are also desirable.

The Dental Aptitude Test is a requirement of the American Dental Association for admission to a school of dentistry.

PRE-VETERINARY MEDICINE

The following curriculum and requirements for admission to the School of Veterinary Medicine conform to the standards set forth by the American Veterinary Medical Association.

For admission, applicants must present a total of not less than two pre-professional years of college credit (sixty semester hours) which have been completed with a "C" average. The minimum requirements are as follows:

English 6
Physical Science
Chemistry (General, Quantitative
Analysis and Organic) 12
Physics 6
Biological Science
Zoology (General, Comparative
Vertebrate Anatomy) 8
Embryology 4
Genetics 4
Botany 4
Animal Science
Elements of Animal Husbandry 3
Poultry Husbandry 3
Military Science ..... 2 years
Electives (Suggested courses: English, mathematics, psychology, public speaking, etc.)

PRE-OPTOMETRY PROGRAM

Candidates for admission to the professional curriculum in optometry are required to present a minimum of two academic years in college work (sixty semester hours). They must have a grade-point average of not less than C (2.00) for the pre-optometric studies listed below for admission to most optometry schools.

Required Courses	**Min. Sem. Hours**
Physics, including Mechanics, Heat, Sound, Light, Electricity, and Magnetism	8
Mathematics College Algebra Analytical Geometry	8
English Composition	6
Biological Science (with Lab) (Biology, Zoology or Comparative Anatomy)	8
Chemistry, General Inorganic and/or Organic	8
Psychology	4
Foreign Language	6

Recommended Elective Courses

A. Languages
English
a. Literature
b. Advanced Grammar
c. Public Speaking

B. Social Studies or Humanities

C. Psychological Studies
a. Child Psychology
b. Abnormal Psychology
c. Adolescent Psychology

D. Logic

E. Science
a. Human Physiology
b. Mammalian Anatomy

F. Mathematics
a. Trigonometry
b. Basic Statistics
c. Calculus

JAMES E. CLYBURN UNIVERSITY TRANSPORTATION CENTER

The James E. Clyburn University Transportation Center (JECUTC) was established as a new administrative unit of the College of Science, Mathematics and Engineering Technology. Title 49, U.S. Code, Appendix 1607c granted authority to establish the James E. Clyburn University Transportation Centers Program in 1987 to assist with transportation-related education, research and technology transfer. In May 1998, HR 2400, Transportation Equity Act for the Twenty-first Century, Public Law 105-178 designated SCSU as

the only college or university in the State of South Carolina to be selected as a University Transportation Center. The directive for the SCSU JECUTC is to "address transportation management and research development matters, with special attention on increasing the number of highly skilled individuals entering the field of transportation."

The purpose of the South Carolina State University/James E. Clyburn University Transportation Center (JECUTC) is to develop a highly skilled workforce to meet the future needs in transportation. Intermodal research, education, and technology transfer programs focus on training and recruitment of minorities and women for tomorrow's transportation workforce and on improving the transportation systems and services in South Carolina. The goals of the Center are to be achieved through:

* A multi-modal mission that addresses passenger and freight transportation with an emphasis on highway, transit, and intermodal facilities.
* A multi-disciplinary approach to research, education, and technology transfer activities. Emphasis is placed on the importance of linking the various modes of transportation using advanced technologies and concepts to address future critical transportation needs.
* A diversely trained transportation workforce for the next millennium. This strategy includes building the professional capacity of the transportation workforce, creating general public awareness of transportation benefits, and preparing the next generation of transportation professionals by providing a multidisciplinary education.
* A research component that includes multi-modal activities related to

  > Human performance and behavior;
  > Computer, information, and communication systems;
  > Energy and environment; and
  > Tools for transportation modeling, design, and development.

* An education and training component at the K-12, Graduate, Undergraduate, and Continuing Education levels.

The JECUTC interacts with all academic units of SCSU and capitalizes on the existing human resources and facilities that exist at the University. By doing so, the JECUTC expands and strengthens transportation-related programs between and among academic units at the university. The JECUTC assists in the development of interdisciplinary programs of coursework with a transportation concentration within the College of Science, Mathematics and Engineering Technology, the College of Business and Applied Professional Sciences, and the College of Education, Humanities and Social Sciences.

In each academic year, the JECUTC will provide grants for research by faculty principal investigators that have particular value in the education of student researchers and increasing the number of minorities and women entering the transportation profession. Faculty and students will conduct applied and practical transportation related research in transportation of hazardous materials, driver behavior and safety, intelligent transportation systems, geographical information systems, environmentally and economically sustainable transportation, rural transportation needs, paratransit, motor carrier programs and others. Final technical reports will be produced and disseminated.

SAVANNAH RIVER ENVIRONMENTAL SCIENCES FIELD STATION

The Savannah River Environmental Sciences Field Station provides hands-on, field oriented experiences for historically black colleges and university undergraduates focusing on the application of mathematical and scientific principles to solve problems in environmental science, natural science, agriculture and engineering utilizing the expertise and resources available at the Savannah River Site. Field Station objectives include: (1) Increasing recruitment and retention of minority and women in the fields of science, engineering, natural resources management and environmental science; (2) Increasing science literacy and public understanding of complex, science-based environmental issues; (3) Providing both one day classes for college student field studies as well as multi-week, intensive field courses; (4) Providing high quality/low cost field experiences for courses that are integral to the completion of undergraduate degrees in science and engineering.

DEPARTMENT OF BIOLOGICAL & PHYSICAL SCIENCES

BIOLOGICAL SCIENCES

Biological Sciences offers courses designed to contribute to the understanding and appreciation of fundamental knowledge in the sciences. It also prepares students for teaching, professional careers, and the pre-professional studies of medicine, dentistry and other fields requiring a scientific background.

OBJECTIVES

The program and course offerings in Biological Sciences undergird the goals of the College of Science, Mathematices and Engineering Technology. The objectives of these programs and course offerings are to provide appropriate learning experiences that enable students:

1. To understand the fundamental importance of science in daily life through basic, general course offerings;
2. To develop an appreciation for the natural sciences and scientific endeavors;
3. To develop scientific attitudes and skills in evaluation and problem solving as a basis for pursuing knowledge;
4. To pursue research opportunities in the natural sciences;
5. To obtain basic, quality training necessary for entering medical and allied health careers; and
6. To obtain training necessary to become professional scientists, science teachers, or pursue advanced graduate work.

PROGRAM OFFERINGS

The programs offered in Biological Sciences lead to the Bachelor of Science degree in: Biology and the Teaching of Biology. Minors are offered in Biology and Environmental Science.

PROGRAM REQUIREMENTS

All students are required to earn a grade of at least C in each of their major courses attempted. Students majoring in biology, chemistry, or physics are required to have a minor, e.g., chemistry, physics, mathematics, and environmental science.

MAJOR AND MINOR PROGRAMS

BIOLOGY—The curriculum in biology is designed to expose the student to a broad, fundamental understanding of the biological, chemical and physical sciences. The program is also designed to provide student experiences with applications of scientific principles so as to develop skills in problem solving. Students successfully completing this program will be prepared to pursue further studies and careers in medicine, dentistry, allied health, biomedical sciences, agrisciences, environmental sciences, and other fields requiring a scientific background. Students selecting biology as a minor are required to complete a minimum of twenty semester hours in biology including Biology 150 and 151.

Teaching of Biology—The program in the teaching of biology is structured to meet the needs of students who wish to teach biology and general science in middle and secondary schools. In addition to the basic features necessary for teacher preparation, the program's interdisciplinary design also provides opportunities for the pursuit of employment and study in biology and related fields as well as science education.

ENVIRONMENTAL SCIENCE MINOR

The minor in Environmental Science for biology majors is an interdisciplinary curriculum designed to provide the foundation necessary to understand the critical relationship between society and the ecosphere. Students who pursue this minor will be prepared for professional opportunities that exist in environmentally related industries, government agencies and graduate programs.

Students must complete 22 to 23 credits of the following environmental coursework: ENV 300, ENV 301, ENV 302, ENV 306, ENV 420, ENV 430 and one approved elective.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PROFESSIONAL BIOLOGY (126-127 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
B 150 Zoology/B 151 Botany	4	B 150 Zoology/B 151 Botany	4
C 150 + C 151 Gen ChemI	4	C 152 + C 153 Gen Chem II	4
E 150 English Comp.*	3	E 151 English Comp.*	3
M 155 Math. Modeling*	3	M 152 PreCalculus*	3
UNIV 101 University Comm	2	CS 150 Computer Science	3
	16		17

SOPHOMORE

First Semester	Credits	Second Semester	Credits
B 201 Comparative Anatomy	4	B 202 Vertebrate Physiology	4
M 153 Calculus I	3	B 310 Plant Physiology	4
C 306 + C 316 Organic Chem	4	C 307+ C 317 Organic Chem	4
E 250 or E 251 World Lit.*	3	H 250 or H 251 World Civ.*	3
ARTS 250/MU 250/D 254	3	PSY 250 Or SOC 250	3
	17		18

JUNIOR

First Semester	Credits	Second Semester	Credits
B305 Microbiology or B204 Genetics	4	B305 Microbiology or B204 Genetics	4
C 403 Biochemistry	4	P 252 + P 253 Physics II*	4
P 250 + P 251 Physics I*	4	ET 250 Technical Com.*	3
ECON 255 Economics*	3	Elective	3
	15		14

SENIOR

First Semester	Credits	Second Semester	Credits
B 401 Cell Physiology	4	B 403 Ecology	4
B 410 Biology Seminar	1	HU 250 Cult Awareness	3
PE 150/HED151/MS 101*	2	G102/F 102/SP 102 Mod Lang	3
G101/F 101/SP 101 Mod Lang	3	Approved Elective	3-4
Elective	3		
Elective	3		
	16		13 or 14

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PROFESSIONAL BIOLOGY (126-127 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
B 150 Zoology/B 151 Botany	4	B 150 Zoology/B 151 Botany	4
C 150 + C 151 Gen ChemI	4	C 152 + C 153 Gen Chem II	4
E 150 English Comp.*	3	E 151 English Comp.*	3
M 155 Math. Modeling*	3	M 152 PreCalculus*	3
UNIV 101 University Comm	2	CS 150 Computer Science	3
	16		17

SOPHOMORE

First Semester	Credits	Second Semester	Credits
B 201 Comparative Anatomy	4	B 202 Vertebrate Physiology	4
M 153 Calculus I	3	B 310 Plant Physiology	4
C 306 + C 316 Organic Chem	4	C 307+ C 317 Organic Chem	4
E 250 or E 251 World Lit.*	3	H 250 or H 251 World Civ.*	3
ARTS 250/MU 250/D 254	3	PSY 250 Or SOC 250	3
	17		18

JUNIOR

First Semester	Credits	Second Semester	Credits
B305 Microbiology or B204 Genetics	4	B305 Microbiology or B204 Genetics	4
P 250 + P 251 Physics I*	4	P 252 + P 253 Physics II*	4
ECON 255 Economics	3	ET 250 Technical Com.*	3
Elective ENV300 Intro to En	4	Elective ENV301 Anal to Ma	3
		Elective	3
	15		17

SENIOR

First Semester	Credits	Second Semester	Credits
B 401 Cell Physiology	4	B 403 Ecology	4
B 410 Biology Seminar	1	HU 250 Cult Awareness	3
PE 150/HED151/MS 101*	2	G101/F 101/SP 101 Mod Lang	3
C 403 Biochemistry	4	Approved Elective	3
Elective	3		
	17		13

*Courses fulfilling the GEC requirements. Students fulfilling this curriculum will also complete a minor in Chemistry. To complete the minor, students must complete 22-23 credits of the following recommended environmental course work: ENV 300, ENV 301, ENV 302, ENV 306, ENV 420. ENV 430 and one approved elective. The following sequence of courses is recommended to complete the requirements for the Environmental Science minor. Junior **Year—2nd Semester** - ENV 302 Biostats. Senior Year—1st Semester - ENV 306 Land Use Dec. and ENV 430 - Waste Mgt. Senior Year—2nd Semester -ENV 420 ENV Chem. + Approved Elective.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN BIOLOGY EDUCATION (135-136 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Univ Comm	2	E 151 English Comp.	3
E 150 English Comp	3	CS 150 Computer Science	3
ET 250 Tech. Com	3	ED 199.Intro Education	2
M 155 Math. Modeling	3	M 152 Precalculus	3
B 150 Zoology/B 151 Botany	4	B 150 Zoology/B 151 Botany	4
		*ED 150 Education Seminar	1
		PE 150/HED 151/MS 101	2
	15		18

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 250/MU250/D254	3	Biology 204	4
C 150 + C 151 GeN Chem I	4	C 152 + C 153 Gen Chem II	4
B 209 Anat & Physiology	4	HU 250 Cultural Awareness*	3
EPSY 260 Ed. Psychology	3	E 250 or E 251 World Lit	3
SC 201Earth & Environment	3	EPSY 260 Ed. Psychology	3
SPED 216 Special Educ	3		
	20		17

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
ECON 250 or ECON 255	3	ED 308 Teaching Methods	3
ED 306 Hist & Philosophy	3	B 401Cell Physiology	4
P250 + P251 Physics I*	4	H 250 or H 251 World Civ.	3
B 305 Microbiology	4	B 403.Ecology	4
B 307 Evolution	4	IBES 350 Seminar	1
		P 252 + P 253 Physics II*	4
	18		19

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Special Methods	3	ED 430 Prof Clin Exp	12
PSY 250 or SOC 250	3		
B 410.Seminar	1		
Elective	3		
ED 450 Seminar	1		
RED 317 Reading Education	3		
Elective	3		
	17		12

Application for Professional Clinical Experience
Application for Graduation

PHYSICAL SCIENCES

Physical Sciences includes the following areas: chemistry and physics. Each curriculum has its respective requirements for major students. The programs offer courses designed to contribute to the understanding and appreciation of fundamental knowledge in the sciences. It also prepares students for teaching, professional careers, and the pre-professional studies of medicine, dentistry and other fields requiring a scientific background.

OBJECTIVES

The program and course offerings in the area of Physical Sciences undergird the goals of the College of Science, Mathematics and Engineering Technology. The objectives of these programs and course offerings are to provide appropriate learning experiences that enable students:

1. To understand the fundamental importance of science in daily life through basic, general course offerings;
2. To develop an appreciation for the natural sciences and scientific endeavors;
3. To develop scientific attitudes and skills in evaluation and problem solving as a basis for pursuing knowledge;
4. To pursue research opportunities in the natural sciences;
5. To obtain basic, quality training necessary for entering medical and allied health careers; and
6. To obtain training necessary to become professional scientists, science teachers, or to pursue advanced graduate work.

PROGRAM OFFERINGS

Physical Sciences offer programs leading to the Bachelor of Science degree in four major areas: Chemistry, Teaching of Chemistry, Physics and Electrical Engineering Technology/Physics. Minors are offered in Chemistry and Physics.

PROGRAM REQUIREMENTS

All students are required to earn a grade of at least C in each of their major courses.

MAJOR AND MINOR PROGRAMS

CHEMISTRY —The major in chemistry provides students with a well-rounded understanding of the major branches in the field of chemistry. Students pursuing the curriculum in chemistry will be exposed to basic theoretical and practical experiences including research techniques and instrumentation. In addition to training in other science discipline, the chemistry program provides opportunities for students to pursue unique interdisciplinary training that will prepare them for new, developing careers in the job market. The chemistry program also prepares students for graduate study as well as careers in research, health, and industry. Students selecting chemistry as a minor are required to complete at least 20 semester hours of chemistry including Chemistry 150 and 152. Professional Chemistry majors have three options in the selection of chemistry as a major. They are: Professional Chemistry for Pre-Health Career majors; Professional Chemistry for Graduate School, Industry; and Professional Chemistry with an Environmental Science Minor.

Chemistry majors may declare a minor of their choice.

Professional Chemistry Pre-Health Career Tract

Chemistry Pre-Health Career Majors must complete the needed chemistry credits and necessary biology course for admission to medical school and to ensure coverage of the medical college admissions test subject materials. Chemistry majors who follow the Pre-Health Career Tract will be prepared to pursue additional studies and careers in medicine, pharmacy, dentistry and other health related careers. Pre-Health Career majors recommended electives: Botany, Genetics, and Microbiology.

Professional Chemistry Graduate School/Industry Tract

Recommended electives: Zoology, Botany

Professional Chemistry Environmental Science Tract

Recommended electives: Botany, Biostatistics, and Waste Management.

TEACHING OF CHEMISTRY— The program in the teaching of chemistry is designed to prepare students to teach chemistry and general science in middle and secondary schools. In addition to the basic features necessary for teacher preparation, the interdisciplinary training of the program also provides opportunities for students to pursue careers related to and supportive of teaching such as in counseling, educational research or administration.

PHYSICS — The major in physics provides the student with fundamental training in the physical principles of nature. This program is designed for the student to acquire a basic understanding of physics and to develop the scientific skills and aptitude necessary for further study. Students pursuing the physics curriculum will have opportunities to study other useful and related fields such as mathematics, engineering technology, biology and chemistry. A student who successfully completes this program will be able to pursue a variety of careers in various branches of physics as well as other fields. Students selecting physics as a minor are required to complete a minimum of twenty semester hours in physics. Physics majors are not required to have a minor.

OPTIONS IN PHYSICS (Physics Majors)

- Medical Physics
- Astronomy
- Dual Major in Physics and Electrical Engineering Technology

MINORS

1. Physics (non-physics majors)
2. Astronomy (non-physics majors)
3. Business Administration (physics majors)

ASTRONOMY MINOR COURSE REQUIREMRNTS

Students selecting astronomy as a minor are required to complete 15 to 18 credit hours selected from the following areas:

I. General Physics With or Without Calculus

P 250 or P 254……..…3hours

—and—

P 252 or P 255…….3 hours

II. General Physics Laboratory

P 251……...…….1 hour

—and—

P 253……...…….1 hour

III. Elementary Astronomy

PSC 203……...3 hours

IV. Advanced Astronomy

P 322 Intro Astrobiology…….3 hours

—and/or—

P 326 Intro Astrophysics…….3 hours

V. Research in Astrobiology or Astrophysics

P 498 Spec. Topics in Physics….3 hours

—or—

P 499 Spec. Topics in Physics….3 hours

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PROFESSIONAL CHEMISTRY GRADUATE SCHOOL, INDUSTRY TRACT (120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English Comp	3	E 151 English Comp	3
ET 250/S 250 Tech. Com	3	M 152 Precalculus II	3
C 150 General Chemistry I	3	C 152 General Chemistry II	3
C 151 General ChemLab I	1	C 153 General Chem Lab II	1
M 155 Intro. to Math Model	3	CS 150 Computer Science	3
UNIV 101 Univ. Comm	2	PE 150/HED 151/MS 101	2
	15		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
H 250/251 World Civ	3	E 250/251 World Lit	3
M 153 Calculus I	3	ARTS 250/MU 250/D 254	3
C 306 Org. Chemistry I	3	C 307 Org. Chemistry II	3
C 316 Org. Chemistry Lab I	1	C 317 Org. Chemistry Lab II	1
PSY 250//SOC 250	3	M 163 Calculus II	3
P 250/254 Physics I	3	P 252/255 Physics II	3
P 251 Physic Lab I	1	P 253 Physics Lab	1
	17		17

JUNIOR

First Semester	Credits	Second Semester	Credits
G101/F 101/SP 101 Mod Lang	3	G102/F 102/SP 102 Mod Lang	3
C 405 Physical Chemistry I	4	C 406 Physical Chemistry II	4
Elective	3	C 201Anal. Chemistry	4
HU 250 African Amer Hist	3	C 412 Research in Chemistry	4
ECON 250/255	3		
	16		15

SENIOR

First Semester	Credits	Second Semester	Credits
C 410 Seminar	1	C 408 Instrumental Analysis	4
C 403 Biochemistry I	4	Elective	4
C 407 Inorg. Chemistry	4	Approved Elective	4
Elective	4		
	13		12

Recommended Electives: B150, B151

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PROFESSIONAL CHEMISTRY ENVIRONMENTAL SCIENCE TRACT (121 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English Comp	3	E 151 English Comp	3
UNIV 101 Univ. Comm	2	ECON. 250/255	3
M 155 Intro to Math Model	3	CS 150 Computer Science	3
B 150 General Zoology	4	H 250/251 World Civ	3
C 150 General Chemistry I	3	C 152 General Chemistry II	3
C 151 General Chem Lab I	1	C 153 General Chem Lab II	1
	16		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250/251 World Lit	3	PSY 250/EPSY 250/SOC 250	3
P 250/254 Physics I	3	P 252/255 Physics II	3
P 251 Physics Lab I	1	P 253 Physics Lab II	1
M 153 Calculus I	3	M 163 Calculus II	3
C 306 Org. Chemistry I	3	C 307 Org. Chemistry II	3
C 316 Org. Chemistry Lab I	1	C 317 Org. Chemistry Lab II	1
ARTS 250/MU 250/D 254	3	ET 250/S250	3
	17		17

JUNIOR

First Semester	Credits	Second Semester	Credits
ENV 300 Environmental Sci.	4	C 406 Physical Chemistry II	4
C 405 Physical Chemical I	4	C 201 Analytical Chemistry	4
ENV 306 Land Use Decisions	4	Elective	3
ETS 250 African Amer. Hist	3	PE 150/HED 151/MS 101	2
	15		13

SENIOR

First Semester	Credits	Second Semester	Credits
C 410 Seminar	1	ENV 420 Environ Chem	3
C 407 Inorg. Chemistry	4	Elective	4
Elective	4	ENV 301 Anal. Mar. Pollut	4
C 403 Biochemistry	4	G101/F 101/SP 101 Mo Lang	3
	13		14

Recommended Electives for Environmental Science Minor:
B151 Botany (4) Env 302 Biostatistics (3); Env 430 Waste Management (4)

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PROFESSIONAL CHEMISTRY PRE-HEALTH CAREER TRACT (122 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English Comp	3	E 151 English Comp	3
ET 250/S250	3	PE 150/HED 151/MS 101	3
C 150 General Chemistry I	3	C 152 General Chemistry II	3
C 151 General Chem Lab I	1	C 153 General Chem Lab II	1
M 155 Intro. to Math Model	3	CS 150 Computer Science	3
UNIV 101 Intro Univ. Comm	2	PSY 250/SOC 250/EPSY 150	2
	15		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
B 150 General Zoology	4	E 250/251 World Lit.	3
M 153 Calculus I	3	H 250/251 World History	3
C 306 Org. Chemistry I	3	C 307 Org. Chemistry II	3
C 316 Org. Chemistry Lab (1)	1	C 317 Org. Chemistry Lab II	1
ARTS 250/MU 250/D 254	3	M 163 Calculus II	3
P 250/254 Physics I	3	P 252/255 Physics II	3
P 251 Physic Lab I	1	P 253 Physics Lab II	1
	18		17

JUNIOR

First Semester	Credits	Second Semester	Credits
G101/F 101/SP 101 Mod Lang	3	B 151 Botany	4
C 405 Physical Chemistry I	4	C 406 Physical Chemistry II	4
B 201 Anatomy	4	C 201 Anal. Chemistry	4
ECON 250/255	3	ETS 250 African Amer H	3
	14		15

SENIOR

First Semester	Credits	Second Semester	Credits
C 410 Seminar	1	C 408 Instrumental Analysis	4
C 403 Biochemistry I	4	B 202 Vert. Physiology	4
C 407 Inorg. Chemistry	4	Elective	4
Elective	4	Elective	3
	13		15

Recommended Electives: B204 (Genetics), B305 (Microbiology)

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE DEGREE IN PROFESSIONAL CHEMISTRY RADIOCHEMISTRY CAREER TRACT 134 CREDITS

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 English Comp	3	E 151 English Comp	3
UNIV 101 Univ. Comm	2	CS 150 Computer Science	3
M 208 or Env 302	3	M 153 Calculus(I)	3
C 150 General Chem I	3	C 152 General Chem II	3
C 151 Gen Chem Lab I	1	C 153 Gen Chem Lab II	1
ET 250/S 250/ S150 Pub Spk	3	PE 150/HED151/MS150	2
	15		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
P 250/254 101 Physics(I)	3	P 252/255 Physics II	3
P 251 Physics Lab I	1	P 253 Physics Lab II	1
M 163 Calculus II	3	M 237 Calculus(III)	3
C 306 Org. Chemistry I	3	C 307 Org. Chemistry II	3
C 316 Org. Chem Lab I	1	C 317 Org. Chem Lab II	1
C 201 Analytical. Chem	4	E 250/251 World Lit	4
		Fund Nuclear Sciences	3
	15		17

Summer Nuclear Chemistry @ Clemson University 3

Total = 3

JUNIOR

First Semester	Credits	Second Semester	Credits
M403 Diff Equations	3	Radioisotope Lab P313	3
PSY 250/Soc 250/Epsy 250	3	Intro to Radiochemistry	3
C 403 Biochemistry	4	H 250/251 World His	3
C 405 Physical Chem (I)	4	C 406 Phyl Chem (II)	4
ETS 250 Afri Amer Hist	3	Art250/Mu250/D254	3
	17		16

[English Proficiency Exam _____P/F If failed, the student must register for ENGL 111 the next semester in residence.] A Degree Audit is required to be completed with your academic advisor.

Summer EE&S 491 Special Topics in Radiochemistry at Clemson University 3

SENIOR

First Semester	Credits	Second Semester	Credits
C 410 Seminar	1	C 408 Instrumental Anal	4
C 407 Inorg. Chemistry	4	Approved Elective	4
ECON 250/255	3	Elective	4
Approved Elective	4	French/German/Span 102	3
French/German/Span 101	3		
	15		15

*Approved Elective: Research In Radiochemistry, Env 320 Environmental Chemistry. The following electives are strongly recommended for the student to be successful in the pursuit of a Radiochemistry
B150 (General Zoology)-4credits, B151 (Botany)-4credits

A **Hold Flag** is placed on the system for the student to discuss their registration with the **Academic Advisor**.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CHEMISTRY EDUCATION
(134-136 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101.Univ Community..	2	E 151 English Comp	3
E 150 English Comp	3	CS 150 Computer Science	3
C 150 Gen Chem I	3	C 152 Gen Chem II	3
C 151 Gen Chem I Lab	1	C 153 Gen Chem II Lab	1
M 155 Math Modeling	3	M 152 Precalculus	3
ET 250.Tech Comm	3	HED 151	2
ED 199.Intro Education	2	*ED 150 Educ. Seminar	1
	17		16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 250/MU 250/D 254	3	ETS 250 African-Amer. Ex	3
EPSY 250 Ed. Psychology	3	C 307 Org. Chemistry I	3
M 153.Calculus I	3	C 317 Org. Chemistry Lab II	1
C 306 Org. Chemistry I	3	M 163 Calculus II	3
C 316 Org. Chemistry Lab I	1	EPSY 260. Ed. Psychology	3
SC 201Earth & Environ	3	C 201Quant. Anal	4
ECON 250 or 255	3	SPED 216 Special Education	3
	19		20

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
E 250 or 251World Lit.....	3	ED 308 Teaching Methods	3
P 250.General Physics I.....	3	H 250 or 251World Civ	3
P 251 General Physics I Lab	1	*ICES 350 Seminar	1
C 405 Physical Chemical I	4	P 252.General Physics I	3
ED 306 History & Philos	3	P 253 General Physics II Lab	1
PSC 150 or 152	3	Elective	4
PSC Lab 151 or 153	1		
	18		15

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Special Methods	3	ED 430 Prof Clin Exp	12
RED 317 Reading Education.	3		
C 410 Seminar	1		
C 407 Inorg. Chemistry	4		
C 403 Biochemistry	4		
PSY or SOC 250.....	3		
*ED 450 Education Seminar	1		
	19		12

Application for Professional Clinical Experience
Application for Graduation
****** Biology 150 or Biology 151

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICS
(For Students Starting With Calculus I)
(123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
ET250 Tech. Comm	3	CS150 Intro. Comp. w/App	3
E150 Eng. Comp & Comm	3	E151 Eng. Comp & Comm	3
M153 Calc I	3	M163 Calc II	3
C150 General Chemistry I	3	C152 General Chemistry II	3
C151 Gen. Chemistry I Lab	1	C153 Gen. Chemistry II Lab	1
Personal Wellness Comp1	2	M155 Math Modeling	3
UNIV101 Univ Comm	2		
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
H250 or H251World History	3	ET 255...Eng. Econ. Analysis	3
P254...Gen. Physics I w/Calc	3	E250 or E251...World Lit	3
P251...General Physics I Lab	1	P255...Gen. Physics II w/Calc	3
M237 Calc III	3	P253...General Physics II Lab	1
ELECTIVE	3	M238 Calc IV	3
		M403 Differential Equations	3
	13		16

JUNIOR

First Semester	Credits	Second Semester	Credits
P203...Gen. Physics III w/Calc	3	P313…Radioisotope Lab	3
P223...General Physics III Lab	1	P406...Intro Modern Physics	3
P403...Thermodynamics	3	Language Component4 II	3
Suggested Elective	3	P304...Mechanics II	3
P303...Mechanics I	3	FINE ARTS COMPONENT[2]	3
Language Component4 I	3	HU250...African-Amer Exp	3
	16		18

SENIOR

First Semester	Credits	Second Semester	Credits
ELECTIVE	3	P402...Electricity & Mag II.	3
SOC/PSY COMPONENT[3]	3	P 410 Intro. Quantum Mech	3
P401...Electricity & Mag. I	3	Suggested Elective	3
P407...Advanced Laboratory	3	ELECTIVE	3
Suggested Elective	3		
	15		12

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICS
(For Students Starting With Pre-Calculus)
(123 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
ET 250 Tech. Comm	3	CS 150 Intro. Comp w/App	3
E 150 Eng. Comp & Comm	3	E 151 Eng. Comp & Comm	3
M 152 Pre-Calculus	3	M 153 Calculus I	3
C 150 Gen. Chemistry I	3	C 152 Gen. Chemistry II	3
C 151 Gen. Chemistry I Lab	1	C 153 Gen. Chemistry II Lab	1
Personal Wellness Comp1	2	M 155 Math Modeling	3
UNIV 101 Univ Comm	2		
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
H 250 or H 251 World Hist	3	ET 255 Eng. Econ. Anal	3
P 254 Gen. Physics I w/Cal	3	E 250 or E 251 World Lit	3
P 251 Gen. Physics I Lab	1	P 255 Gen. Physics II w/Cal	3
M 163 Calculus II	3	P 253 Gen. Physics II Lab	1
Lang Comp I	3	M 237 Calculus III	3
		Lang Comp II	3
	13		16

JUNIOR

First Semester	Credits	Second Semester	Credits
P 203 Gen. Physics III w/Cal	3	P313…Radioisotope Lab	3
P 223 Gen. Physics III Lab	1	P406...Intro Modern Physics	3
P 403 Thermodynamics	3	P304...Mechanics II	3
M 238 Calculus IV	3	FINE ARTS COMPONENT[2]	3
P303...Mechanics I	3	HU250...African-Amer Exp	3
M 403 Differential Equations	3	Elective	3
	16		18

SENIOR

First Semester	Credits	Second Semester	Credits
ELECTIVE	3	P402...Electricity & Mag II.	3
SOC/PSY COMPONENT[3]	3	P 410 Intro. Quantum Mecha	3
P401...Electricity & Mag. I	3	Suggested Elective	3
P407...Advanced Laboratory	3	ELECTIVE	3
Suggested Elective	3		
	15		12

Wellness Comp.: PE150 or MS150..Mil. Sci. or HED151.Pers/Comm. Hlth…….....2 hrs
[2]Fine Arts Comp.: A250..Art App. or MU250...Music App. or D254..Intro Drama…….3 hrs
[3]Soc/Psy Component: PSY250...Gen. Psychology, or SOC250...Intro. .Sociology.....3 hrs
4Language Comp.: French 101&102 or German 101&102 or Computer Language I&II.6 hrs
Suggested Electives (PHYSICS): P 301, P 302, P 326, P 338, P 498-499.
Suggested Electives (ADVANCED MATH TRACT): M 208, M 309/310, M 314, M 404/405/406, M 407.
Suggested Electives (COMPUTER SCIENCE TRACT): CS 161, CS 171, CS 201/202, CS 402/403.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICS
Medical Physics Option
(126 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
M 155 Mathl Modeling	3	CS 150-Intro. Comp w/App	3
E 150 Eng. Comp & Comm	3	E 151 Eng. Comp & comm.	3
M 153 Calculus I	3	M 163 Calculus II	3
P 254 Gen. Physics I w/Cal	3	P 255 Gen Physics II w/Cal	3
P 251 General Physics I Lab	1	P 253 General Physics II Lab	1
P 160 Med Phys Seminar	1	P 180 Essential Med Physics	3
UNIV 101 Univ Comm	2		
	16		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
B 150 Zoology	4	B 202 Vert Physiology	4
H 250 or H 251 World Hist	3	ET 255 Eng. Econ. Analysis	3
P 203 Gen. Physics III	3	SOC 250/PSY 250	3
P 223 Gen. Physics III Lab	1	M 238 Calculus IV	3
C 150 Gen Chemistry I	3	C 152 Gen Chemistry II	3
C 151 Gen Chem I Lab I	1	C 153 Gen Chem II Lab	1
M 237 Calculus III	3		
	18		17

JUNIOR

First Semester	Credits	Second Semester	Credits
P 403 Thermodynamics	3	ARTS 250/MU 250/D 254	3
P 406 Intro. Modern Physics	3	P 313 Radioisotope Lab	3
M 403 Differential Equations	3	P 304 Mechanics II	3
P 303 Mechanics I	3	E 250 or 251 World Lit	3
Elective	3	ET 250 Tech Comm	3
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
P 401 Electricity & Mag I	3	P 402 Electy & Magnetism II	3
P 407 Advanced Laboratory	3	P 410 Intro. Quantum Mech	3
P 338 Scientific Image Anal	3	P 498/499 Med Phys Project	3
PE 150/HED 151/MS 101	2	HU 250 African-Amer. Exp.	3
Elective	3	Elective	3
	14		15

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN PHYSICS
Astronomy Option
(126 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
ET 250 Tech. Comm	3	CS 150 Intro. Comp w/App	3
E 150 Eng. Comp & Comm	3	E 151 Eng. Comp & Comm	3
M 152 Pre-Calculus	3	M 153 Calculus I	3
C 150 Gen. Chemistry I	3	C 152 Gen. Chemistry II	3
C 151 Gen. Chemistry I Lab	1	C 153 Gen. Chemistry II Lab	1
PE 150/HED 151/MS 101.	2	M 155 Math Modeling	3
UNIV 101 Univ Comm	2		
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
PSC 203 Elem Astronomy	3	ET 255 Eng. Econ. Analysis	3
H 250 or H 251 World Hist	3	E 250 or E 251 World Lit	3
P 254 Gen. Physics I w/Cal	3	P 255 Gen. Physics II w/Cal	3
P 251 Gen. Physics I Lab	1	P 253 Gen. Physics II Lab	1
M 163 Calculus II	3	M 237 Calculus III	3
Lang Comp I	3	Lang Comp II	3
	16		16

JUNIOR

First Semester	Credits	Second Semester	Credits
P 203 Gen. Phys III w/Cal	3	P 326 Intro Astrophysics	3
P 223 Gen. Physics III Lab	1	P 406 Intro Modern Physics	3
P 303 Mechanics I	3	P 304 Mechanics II	3
P 403 Thermodynamics	3	HU 250 African-Amer. Exp.	3
M 238 Calculus IV	3	ARTS 250/MU 250/D 254	3
M 403 Differential Equations	3	Elective	3
	16		18

SENIOR

First Semester	Credits	Second Semester	Credits
P 498 Special Topics	3	P 499 Special Topics	3
P 401 Elec. & Mag. I	3	P 402 Elec. & Mag. II	3
P 407 Advanced Lab	3	P 410 Intro. Quant Mech.	3
PSY 250/SOC 250	3	P 338 Scientific Image Anal	3
Elective	3		
	15		12

Language Component I & II:

F 101 & 102 or G 101 & 102 or Computer Language 1 & II (See advisor) 6 hrs.

P 498/499: Topics for these courses must relate to astronomy and must be approved by the program director.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCES IN ELECTRICAL ENGINEERING TECHNOLOGY AND PHYSICS
166 Credits

FRESHMAN (1ST YEAR)

First Semester	Credits	Second Semester	Credits
UNIV 101 Univ. Community	2	ET 250 Technical Comm.	3
E 150 Eng. Comp. & Comm.	3	E 151 Eng. Comp & Comm.	3
M 153 Calculus I	3	M 163 Calculus II	3
C 150 General Chemistry I	3	C 152 General Chemistry II	3
C 151 General Chem I Lab	1	C 153 General Chem. II Lab	1
ET 170 Intro. Engr Tech.	3	M 155 Math Modeling	3
PE 150/HED 151/MS 101.	2	PSY 250/SOC 250	3
	17		19

SOPHOMORE (2ND YEAR)

First Semester	Credits	Second Semester	Credits
ARTS 250/MU 250/D 254	3	ET 150 Mech Drawing/CAD	3
EET 230 Circuit Analysis	3	EET 232 Elect. Netwk Anal	3
P 254 Gen. Phys I w/Calculus	3	EET 233&Circuits Lab 1	1
P 251 Gen. Physics I Lab	1	P 255 Gen. Phys II w/Cal	3
CS 150 Intro. Comp w/Appl	3	P 253 Gen. Physics II Lab	1
M 237 Calculus III 3	3	EET 275 Engineering Math	3
		E 250 or E 251 World Lit.	3
	16		17

JUNIOR (3RD YEAR)

First Semester	Credits	Second Semester	Credits
EET 320 Intro. ComP Prog.	3	EET 332 Electronics II	3
EET 330 Electronics I	3	EET 333 Electronic Lab	1
M 403 Diff Equations	3	EET 382 Intro. Microproc	3
P 203 Gen. Physics III w/Cal	3	EET 383 Digital & Microprocessor Lab	1
P 223 Gen. Physics III Lab	1	P 406 Intro. Modern Physics	3
H 250 or H 251 World HisT	3	ET 255 Eng. Economic Anal.	3
EET 381 Digi Sys. Des & Anal	3	M 314 Linear Algebra	3
	19		17

SENIOR (4TH YEAR)

First Semester	Credits	Second Semester	Credits
P 303 Mechanics I	3	P 304 Mechanics II	3
P 401 Elec & Magnetism I	3	P 402 Elec & Magnetism II	3
Advanced Lab Component	3	P 410 Intro. Quantum Mech.	3
EET 443 PLC& Virt.Inst.Lab*	1	EET 480 Intro. Robotics	3
EET 470 Auto. Control Sys.	3	EET 483 Cont & Robotic Lab	1
Language Comp I (See below)	3	Language Comp II (See below)	3
HU 250 Cultural Awareness	3		
	19		16

* Taken if EET 392…Intro. PLC & Virtual Instrumentation is chosen as ADVANCED LAB COMPONENT.

FIFTH YEAR

First Semester	Credits	Second Semester	Credits
P 403 Thermodynamics	3	EET Approved Elective	3
P 313 Radioisotope Lab	3	EET Approved Elective	3
EET Approved Elective	3	EET Approved ElectiveLab**	1
EET Approved Elective Lab**	1	Elective	3
Elective	3	Elective	3
	13		13

**Taken if EET Approved Elective chosen has a companion laboratory.

Language Component I & II:
F 101 & 102 or G 101 & 102 or Computer Language 1 & II (See advisor) 6 hrs.

Advanced Laboratory Component
P407…Advanced Laboratory…3hrs or
EET392…Into. PLC & Virtual Instrumentation…3hrs and EET443…PLC & Virtual Instruments Lab…1 hr

EET Approved Elective
EET 374 Electrical Machines…3 hrs
EET 375 Electronic Communications…3 hrs
EET 392 Into. PLC & Virtual Instrumentation…3hrs
EET 443 PLC & Virtual Instruments Lab…1 hr
EET 450 Intro. Electrical Power Systems…3 hrs
EET 453 Machines & Power Lab…1 hr
EET 459 Senior Project Proposal …1 hr
EET 460 Senior Project …3hrs

EET 475 Computer Aided Design of Electrical

DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING TECHNOLOGY

The Civil and Mechanical Engineering Technology program at South Carolina State University attempts to go beyond technical competence to develop technologists who are leaders in their areas of specialization. Civil and Mechanical Engineering Tech-nology graduates must be able to apply the principles of science and mathematics to the solution of relevant problems in our society. Challenges facing civil and mechanical engineering technologists include housing, pollution control, transportation, transmission and utilization of mechanical and thermal power, water resources development, and energy.

Students majoring in Civil and Mechanical Engineering Tech-nology receive a strong background in mathematics, science, engineering science, and engineering design; the program also includes a minor concentration in Energy Use and Conservation Technology. The curriculum is geared toward the application of proven engineering principles with hands-on applications. Most of the departmental courses have laboratory sections and hands-on experience where use of equipment is greatly emphasized.

The Nuclear Engineering curriculum is offered at South Carolina State University in cooperation with the University of Wisconsin Madison. Graduates of this program will be able to address needs in the nuclear industry. They will be prepared to be part of the process: from planning, to designing, developing, testing and/or operating nuclear reactors. The curriculum emphasizes the fundamentals of engineering and therefore does not limit our graduates to the field of nuclear engineering. Graduates of this program will also be prepared for graduate studies in nuclear engineering, including radiological sciences, materials sciences and other fields.

OBJECTIVES

The objectives of the Department are as follows:

1. To provide students with fundamental technological knowledge and skills balanced by social awareness of the context within which these tools will be applied;

2. To maintain an atmosphere which promotes inquiry, learning, and growth among both faculty and students;

3. To provide an educational curriculum that recognizes and responds to the rapid technological changes that continually reshape society; and

4. To provide students with a thorough understanding of basic laws of engineering and its related field, mathematics and science, and simultaneously to stimulate and develop creative thinking and sound judgment in applying these laws in solving practical engineering problems.

PROGRAM OFFERINGS

The Department of Civil and Mechanical Engineering Technology offers three programs of Bachelor of Science degrees in Civil Engineering Technology and Mechanical Engineering Technology and Bachelor of Science in Nuclear Engineering (In cooperation with the University of Wisconsin in Madison). Interested students majoring in any of the programs may elect at their discretion to undertake a minor in Energy Use and Conservation Technology.

ACCREDITATION

Both Civil Engineering Technology and Mechanical Engineering Technology curricula are accredited by the Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET). The Nuclear Engineering curricula was started in Fall 2002 and will seek accreditation when eligible to do so, with the first graduating class in Summer 2006. The Nuclear Engineering degree is conferred jointly with the University of Wisconsin-Madison which is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET).

PROGRAM REQUIREMENTS

Students in the Department of Civil and Mechanical Engineering Technology who satisfy the general requirements of the University and complete all the requirements as listed in the curriculum, which lead to the degree pursued are awarded degrees appropriate to their curricula. Students entering the department are placed in a mathematics course which is consistent with their proficiency in mathematics as determined by test results.

Departmental policy requires:

1. A grade of "C" or better in major courses;
2. A grade of "C" or better in all ET courses;
3. Take the Fundamentals of Engineering Technology Exit (FETE Examination).

Students majoring in Nuclear Engineering must meet departmental policies listed above. Students should have excellent mathematical skills for optimal progression through the program and freshmen should be capable of successfully completing general Physics w/Calculus and Calculus I in their first semester.

Civil Engineering Technology — This curriculum is designed to give the student a thorough knowledge of the basic engineering science and hands-on experience and training in the application of fundamental principles in the analysis, design, and maintenance of civil engineering works. Students in Civil Engineering Technology have the opportunity to prepare themselves for a professional career in one of several areas into which the field is traditionally divided: structures, foundations, surveying, hydraulics, material testing, soil mechanics, and construction. Graduates of this program find challenging opportunities to pursue careers in a broad spectrum of fields including urban transportation systems, industrial and commercial building, pollution control systems, water development systems, and housing and urban planning.

Mechanical Engineering Technology — The curriculum in Mechanical Engineering Technology embraces the application of engineering principles to the design, manufacture, installation, and operation of machines and mechanical systems. The program emphasizes basic principles used in the development and production of such devices as tools, machinery (including production machinery), parts fabrication and more. The student receives a strong foundation in the fundamental areas of fluid mechanics, thermodynamics, machine tools and measurement techniques. Classroom lectures are supplemented by laboratory experiments designed to illustrate the application of basic principles in practical devices. Graduates of this program are prepared to work in such fields as machine tools, fluid mechanics, manufacturing, environmental control, and maintenance.

Nuclear Engineering — South Carolina State University offers a program in Nuclear Engineering in agreement with the University of Wisconsin Madison. Undergraduates majoring in Nuclear Engineering will be awarded a Bachelor of Science conferred jointly by South Carolina State University and the University of Wisconsin Madison. Undergraduates can also pursue a B.S. in Nuclear Engineering through the University of Wisconsin Madison while concurrently pursuing a B. S. in any of the College of Science, Mathematics and Engineering Technology majors as listed: Civil, Electrical, Industrial, or Mechanical Engineering Technology, Chemistry, Computer Science, Physics, and Mathematics.

Minor in Energy and Conservation Technology — The Energy Use and Conservation Technology program is designed to assist engineering technology students who wish to organize a portion of their undergraduate experience around issues related to Energy Use and Conservation Technology. Students must register in one of the thirteen academic disciplines Biology, Chemistry, Civil Engineering Technology, Computer Science, Electrical Engineering Technology, Industrial Engineering Technology, Industrial Technology Education, Mathematics, Mechanical Engineering Technology, Physics, Teaching of Biology, Teaching of Chemistry, and Teaching of Mathematics; within the College of Science, Mathematics and Engineering Technology guidelines and requirements. The student should fulfill the curriculum requirements in two areas:

1. Basic core courses in the students major area Biology, Chemistry, Civil Engineering Technology, Computer Science, Electrical Engineering Technology, Industrial, Engineering Technology, Industrial Technology Education, Mathematics, Mechanical Engineering Technology, Physics, Teaching of Biology, Teaching of Chemistry, and Teaching of Mathematics.

2. Basic technical courses which develop the methods of energy power analysis.

Minors in Energy Use and Conservation Technology must sat-isfactorily complete 18 semester hours in the following core courses:

1. MET 390 Fundamentals of Energy Technology (3)
2. MET 391 Energy Production Systems (3)
3. MET 392 Heating, Ventilating & Air Conditioning (3)
4. MET 393 Solar Energy & Conservation (3)
5. MET 394 Energy Economic Analysis (3)
6. MET 395 Energy Conservation & Audits (3)
7. MET 396 Power Generation & Control (3)
8. MET 397 Nuclear Energy (3)
9. MET 398 Energy Applications of Microcomputers (3)

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL ENGINEERING TECHNOLOGY (131 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 Eng Comp	3	E 151 Eng Comp	3
M 152 Pre-Calculus	3	M 153 Calculus I	3
ET 150 (Mech. Dw/Bas CAD	3	CET 205 ComP Aided Draft	3
ET 170 Intro to Engineering	3	CS 150 Computer Science	3
UNIV 101 Intro Univ Comm	2	C 150 Gen Chemistry I	3
*M 155-Math Modeling	3	C 151 Gen Chemistry I Lab	1
	17		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ET 250 Technical Comm	3	E 250/251 World Literature	3
M 163 Calculus II	3	P 255 Physics II	3
P 254 Physics I	3	P 253 Physics II Lab	1
P 251 Physics I Lab	1	ARTS 250/MU 250 /D 254	3
ET 255 Engineering Econ	3	ET 213 Strength of Materials	3
ET 212 Statics	3	PE 150/HED 150 /MS 150	2
	16		15

JUNIOR

First Semester	Credits	Second Semester	Credits
SOC 250 or PSY 250	3	CET 312 Route Surveying	3
ET 310 Engineering Comp	3	ETS 250 Afri American Exp	3
H 250/251 World Civ	3	ET 313 Dynamics	3
CET 319 Theory of Structure	3	CET 413 Structural Design I	3
CET 311 Plane Surveying	3	CET 315 Construction	3
ET 421 Thermodynamics	3	EET 230 Circuit Analysis	3
	18		18
CET 415 Fluid Mechanics	3	CET 417 Materials Test Lab	3
MET 450 Engr. Materials	3	MET 440 Manu. Processes	3
MET 427 Numerical Control	3	MET 460 Senior Project	3
MET 459 Senior Project Prop	1	MET 428 CNC Mach Tools II	3
Elective	3		
	16		15

SENIOR

First Semester	Credits	Second Semester	Credits
CET 320 Highway Engr.	3	CET 412 Codes, Rec, & Rec	3
CET 414 Structural Design II	3	CET 417 Materials Test Lab	3
CET 418 Soil Mechanics	3	CET 420 Water and Sewage	3
CET 415 Fluid Mechanics	3	CET 460 Senior Project	3
CET 459 Senior Project Prop	1	Elective	3
Elective	3		
	16		15

*** A new mathematics course is being developed to replace this course.**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING TECHNOLOGY (131 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 Eng Comp	3	E 151 Eng Comp	3
M 152 Pre-Calculus I	3	M 153 Calculus I	3
ET 150 Mech. Dr/Basic CAD	3	M 155 Math Modeling	3
ET 170 Intro. to Engineering	3	CS 150 Computer Science	3
UNIV 101 Intro Univ Comm	2	C 150 Gen Chemistry I	3
PE 150 or HED 151	2	C 151 Gen Chemistry I Lab	1
	16		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
MET 200 Advanced CAD	3	E 250/251 World Literature	3
M 163 Calculus II	3	P 255 Physics II	3
P 254 Physics I	3	P 253 Physics II Lab	1
P 251Physics I Lab	1	A 250/MU 250/D 254	3
MET 221 Machine Tool Lab	3	ET 213 Strength of Materials	3
ET 212 Statics	3	ET 250 Technical Comm.	3
H 250/251 World Civ	3		
	19		16

JUNIOR

First Semester	Credits	Second Semester	Credits
SOC 250 or PSY 250	3	MET 380 Design of Mat. Ele	3
ET 310 Engineering Comp	3	ETS 250 Afri American Exp.	3
MET 325 Kine. & Mach Des.	3	ET 313 Dynamics	3
ET 421 Thermodynamics	3	MET 422 App. Thermodyn	3
ET 255 Engineering Econ.	3	EET 230 Circuit Analysis	3
Elective	3		
	18		15

SENIOR

First Semester	Credits	Second Semester	Credits
MET 425 Microcomp App	3	MET 435 Heat Transfer	3
CET 415 Fluid Machanics	3	CET 417 Materials Test Lab	3
MET 450 Engr. Materials	3	MET 440 Manuel Processes	3
MET 427 Numerial Control	3	MET460 Senior Project	3
MET 459 Senior Project Prop	1	MET 428 CNC Mach Tools II	3
Elective	3		
	16		15

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN NUCLEAR ENGINEERING OFFERED JOINTLY BETWEEN SOUTH CAROLINA STATE UNIVERSITY AND UNIVERSITY OF WISCONSIN (139/140 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 Eng Comp	3	E 151 Eng Comp II	3
M 153 Calculus I	3	M 163 Calculus II	3
UNIV 101 Intro to Comm	2	P 254/251 General Physics I	4
C 150/151 General Chem I	4	ET 150 Mech Dr & Bas CAD	3
ENGR/ET 170 Intro to Engi	3	C 152/153 General Chem II	4
PE 150/HED 150/MS 150	2		
	17		17

SOPHOMORE

First Semester	Credits	Second Semester	Credits
M 237 Calculus III	3	M 238 Calculus IV	3
ENGR 212 Statics	3	EET 230 Circuit Analysis	3
M 208 Intro to Statistics	3	M 403 Differential Equations	3
NE 305 Intro to Nuclear Engr	3	ENGR 213 Stren of Materials	3
NEEP 271 Engr Prob. Sol I	3	P 406 Intro to Modern Phy	3
P 255/253 General Physics II	4	NE 397 Nuclear Energy	3
	19		18

JUNIOR

First Semester	Credits	Second Semester	Credits
ENGR 313 Dynamics	3	ENGR 425 Fluid Dynamics	3
ENGR 417 Mech of Mat Lab	3	P 313 Radioisotope Lab	3
M 350 Applied Mathematics	3	ENGR 435 Heat Transfer	3
ENGR 421 Thermodynamics	3	ET 250 Technical Comm	3
Liberal Studies Elective	3	H 250 or H 251 History	3
Computing Elective	3	NEEP 405 Nuc Reactor Theo	3
	18		18

SENIOR

First Semester	Credits	Second Semester	Credits
NE 408 Ionizing Radiation	3	NEEP 428 Nuclear Reactr Lab	2
NE 411 Nuclear Reactor Engr	3	NEEP 571 Env. & Econ Anal	3
ENGR 450 Engr. Materials	3	NEEP Approved Nuclear Elec	3
E 250/251 World Literature	3	NEEP 412 Reactor Design	5
Liberal Studies Elective	3	Liberal Studies Elective	3
NE 499 Spec Topics in NE	1/2		
	16/17		16

Total credits required for graduation 139/140

DEPARTMENT OF INDUSTRIAL AND ELECTRICAL ENGINEERING TECHNOLOGY

The mission of the Department of Industrial and Electrical Engineering Technology encompasses that of the College of Science, Mathematics and Engineering Technology, which is to provide a high quality education in Electrical Engineering Technology, Industrial Engineering Technology, and Industrial Technology/Technology Education, balanced with broad learning opportunities from other fields integrated to provide intellectual richness and flexibility. The department offers B.S. Degrees in Electrical Engineering Technology, Industrial Engineering Technology, and Industrial Technology/ Technology Education. The major goal of the department is twofold: First, to prepare students for professional careers in Electrical and Industrial Engineering Technology, and second, to train persons who wish to qualify as teachers of industrial subjects in the public schools.

OBJECTIVES

The educational objectives of the Electrical and Industrial Engineering Technology programs are to:

1. Nurture an environment that promotes educational goals in a challenging and intellectually stimulating atmosphere. Promote critical thinking and professional growth of each student to their full potential through involvement in scholarly activities.
2. Provide the graduates with strong foundation in mathematics, basic sciences and engineering technology, and the ability to apply this knowledge to solve engineering problems encountered in the practice of their chosen discipline.
3. Foster the development of skills to identify, analyze, interpret, design, and solve challenging and open-ended problems by utilizing the latest technology, computer-based tools and through hands-on experiences.
4. Promote an environment to develop skills to communicate effectively, both orally and in writing, ability to work as a productive member of an interdisciplinary team, and undertake leadership roles when appropriate.
5. Provide broad-based education and awareness of contemporary issues necessary to recognize the societal and global impact of their professional endeavors, a sense of exploration and ability to maintain professional competence through life-long learning.
6. Facilitate an atmosphere to promote interactions among faculty and students, and personal and professional development of faculty to ensure the continuous currency and the quality instruction.

The program in Industrial Technology Education has the follow-ing objectives:

1. To provide training in basic skills which enrich the students understanding of materials, processes, and products of industry as they affect human relationships in the world of work;

2. To develop competent professional teachers in technology education who possess a broad knowledge of the major areas in this field;

3. To develop sufficient depth in the four clusters of industrial technology to provide the competence necessary for teaching at the secondary level. To develop sufficient depth in all areas of industrial technology education;

4. To develop an understanding of human behavior as it relates to education in general and to industrial technology in particular;

5. To develop depth in the science and technology of industry with a view of being equipped to interpret societal need;

6. To develop teachers whose personal social qualities enable them to fit into the community and exercise a position of leadership;

7. To develop communication skills and to become familiar with using common computer software to solve industrial technology problems; and

8. To establish values related to how industry and technology alter our environment.

PROGRAM OFFERINGS

The Department of Industrial and Electrical Engineering Technology offers programs leading to the Bachelor of Science degree in three major areas: Electrical Engineering Technology; Industrial Engineering Technology; Industrial Technology and Technology Education. The engineering technology programs emphasize the practical aspects of engineering rather than abstract concepts or theories. Technology is a blend of the application of science, engineering knowledge, and technical skills used in support of engineering activities. The technology curricula are designed to prepare persons for responsible positions in industry. The Electrical and Industrial Engineering Technology curricula are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). The Industrial Technology and Technology Education programs are offered leading to professional teaching careers in secondary and area vocational schools and industrial training programs.

PROGRAM REQUIREMENTS

1. Department policy requires at least a grade of "C" in major courses.

2. A grade of "C" or better in all required ET (CET, EET, IET & MET) courses included in their curriculum.

3. Engineering Technology majors are required to take the Fundamentals of Engineering Technology Examination (FETE).

4. Industrial Technology/Technology Education majors are required to take the Fundamentals of Industrial Technology Education Examination during their senior year prior to graduation.

MAJOR AND MINOR PROGRAMS

ELECTRICAL ENGINEERING TECHNOLOGY

The Electrical Engineering Technology (EET) program provides an accredited undergraduate curriculum with the mission of providing an opportunity to acquire high degree of proficiency in mathematics, physical sciences, and engineering technology in a

supportive, interdisciplinary environment that prepares students for successful careers in industry, government, and academia. The analytical and problem-solving skills, and proficiency in the use of techniques and tools that implement these skills are stressed throughout the curriculum by incorporating the use of state-of-the-art laboratory facilities and computer-based tools. A capstone design experience in the senior year provides the opportunity to integrate design, analytical, and problem solving skills along with communication skills in a team environment which emulates electrical engineering practice. The EET program is designed to prepare students to work in the broad fields of electronics, communications, control systems, robotics, computer technology, and power systems, This program is aimed at high school graduates, non-traditional students, and transfer students from other colleges seeking an application-oriented four-year technical education. Internship and co-op experiences are encouraged as vehicles for enhancing students communication and interpersonal skills, in addition to establishing awareness of industry practice and technical development. The overall program provides an integrated educational experience and training to maintain professional competency through life-long learning.

During the first two years, emphasis is placed upon establishing competence in mathematics, basic sciences, and fundamental electrical engineering technology topics while in the Junior and Senior years they are devoted primarily to a balanced offering of courses in the technical specialty that gives breadth to their professional knowledge. Student desiring a minor in "Energy and Conservation Technology" may pursue 18 hours of recommended courses in this area.

INDUSTRIAL ENGINEERING TECHNOLOGY

Industrial Engineering Technology is the applied science which seeks higher productivity and more effective use of resources. The curriculum provides students with a comprehensive understanding of IET principles which will enable them to determine the most effective ways for an organization to use the three basic factors of production people, machines, and materials to design, construct, operate, maintain and manage technical engineering projects. Industrial Engineering Technologists solve problems dealing with the location and layout of plant facilities, materials handling, work-station design, work measurements, wage and salary payment plans, production planning and control, quality control, occupational safety and health, and economic cost studies. To enable the graduate to solve such a wide variety of management problems, the curriculum of study will be broad and interesting. The field of Industrial Engineering Technology offers the student a challenging career in industry, business, construction, education, or government.

TECHNOLOGY EDUCATION

The major in Technology Education is designed to foster the development of a strong foundation in the skills, knowledge, and attitudes regarding technical matters that are needed to prepare persons to teach Technology Education in the public schools. The curriculum includes a comprehensive course of study in which general education, the sciences, humanities, and fine arts, relates to the technological processes of industry. Students curriculum is tailored to the individual students background, interest, and objectives, and is planned to provide an adequate background for teaching. Students seeking re-certification are not required to meet the criteria for teacher certification. The program should be planned in cooperation with the advisor.

INDUSTRIAL TECHNOLOGY

The Industrial Technology curriculum is a four-year program of study leading to a Bachelor of Science degree in Industrial Technology. It is designed to provide in-depth training to prepare technical and/or technical management-oriented professionals for employment in business, industry, education, and government. Based upon this input, the curriculum is reflective of what business, industry, and education need. Students completing this program are equipped to meet the new and emerging challenge of a modern highly technological society.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING TECHNOLOGY (131 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 Eng Comp	3	E 151 Eng Comp	3
M 152 Precalculus	3	M 153 Calculus I	3
CS 150 Computer Technology	3	*M 155 Intro. to Math. Mod.	3
PE 150/HED 151/MS 101	2	C 150 Gen Chemistry I	3
ET 170 Intro. Eng. Tech.	3	C 151 Gen Chemistry I Lab	1
UNIV 101 Intro Univ Comm	2	ET 150 Mec Draw & Bas CAD	3
	16		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
ARTS 250/MU 250/D 254	3	EET 232 Elect. Netwo Anal.	3
M 163 Calculus II	3	EET 233 Circuit Laboratory	1
P 254 General Physics I	3	P 255 General Physics II	3
P 251 General Physics I Lab	1	P 253 General Physics II Lab	1
EET 230 Circuit Analysis	3	EET 275 Engineering Math	3
ET 212 Statics	3	ET 250 Technical Comm	3
E 250 or E 251 World Lit	3	H 250 or H 251 World Civ	3
	19		17

JUNIOR

First Semester	Credits	Second Semester	Credits
EET 330 Electronics I	3	EET 332 Electronics II	3
ETS 250 Afri-Amer. Hist.		ET 255 Eng. Econ. Anal.	3
Tech. & Sci.	3	EET 382 Intro. to Micropro	3
SOC 250 or PSY 250	3	EET 383 Dig & Micropr. Lab	1
EET 381 Dig Sys Des & Anal	3	EET 392 Intro. to PLC & Virt	
EET 320 Intro. Comp Prog.	3	Instr.	3
EET 374 Electrical Machines	3	Elective	3
	18		16

SENIOR

First Semester	Credits	Second Semester	Credits
EET 333 Electronics Lab	1	EET 443 PLC & Vir Instr Lab	1
EET 450 Intro Elect Pwr Sys	3	EET 460 Senior Project	3
EET 453 Machine & Pwr Lab	1	EET 475 Comp Aided Des Elec Sys	3
EET 459 Senior Project Prop	1	EET 480 Intro. to Robotics	3
EET 470 Auto. Contr Systems	3	EET 483 Contr & Robo Lab	1
EET 375 Electronics Comm.	3	Elective	3
Elective	3		
	15		14

*** Will be replaced by a new Linear Algebra course as soon as it is developed.**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN INDUSTRIAL ENGINEERING TECHNOLOGY (128 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 Eng Comp	3	E 151 Eng Comp	3
M 152 Precalculus	3	M 153 Calculus I	3
*M 155 Intro. to Math. Mod	3	ET 150 Mech Drawing and Basic CAD	3
CS 150 Computer Science	3	C 152 Gen Chemistry II	3
ET 170 Intro. Eng. Tech	3	C 153 Gen Chemistry II Lab	1
UNIV 101 Intro. Univ. Comm	2	PE 150/HED 151/MS 101	2
	17		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
H 250/251 World Civ	3	ARTS 250/MU 250/D 254	3
P254/P250 General Physics I	3	P 255/P252 Gen Physics II	3
P 251 General Physics I Lab	1	P 253 General Physics II Lab	1
M 163 Calculus II	3	PSY 250/SOC 250	3
ET 212 Statics	3	E 250 or E 251 World Lit	3
MET 221 Machine Tool Lab	3	IET 252 Industrial Statistics I	3
	16		16

JUNIOR

First Semester	Credits	Second Semester	Credits
ETS 250 Afri-Amer. Hist. Tech. & Sci.	3	ET 250 Tech. Comm	3
ET 255 Engr. Economic Ana.	3	IET 350 Indus. Safety Eng.	3
ET 310 Engr. Computing	3	IET 354 Mot & Time Study	3
IET 352 Ind. Statistics II	3	IET 355 Sim. Mod. Ind. Sys	3
IET 353 Intro Mfg. Sys. Engr.	3	IET 356 Plant Lay & Mat. Handl.	3
IET 357 Ind. Oper. Research I	3	ET 421 Thermodynamics	3
	18		18

SENIOR

First Semester	Credits	Second Semester	Credits
IET 450 Proj Plan & Control	3	IET 460 Technical Project	3
MET 427 NC Machinery	3	IET 452 Stat Quality Ctrl	3
IET 458 Hum Factors Tech.	3	IET 456 Prodt & Inven. Ctrl	3
IET 459 Tech. Proj Proposal	1	Elective	3
Elective	3		
Elective	3		
	16		12

*** Will be replaced by a new Linear Algebra course as soon as it is developed.**

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN TECHNOLOGY EDUCATION (125 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Univ Comm	2	E 151 Eng Comp	3
E 150 Eng Comp	3	CS 150. Computer Science	3
IE 180 Industrial Education	2	ET 250 Tech Comm	3
M 151 or M 152.	3	M 155 Math Modeling	3
HED 151	2	IE 122. Industrial Education	3
IE 121 Industrial Education	3	ED 150 Educ. Seminar	1
	15		16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
BSC 150 Biological Sci	3	ARTS 250/MU 250/D 254	3
BSC 151 Biological Sci Lab	1	ETS 250 Hist Tech & Sci	3
IE 251 Industrial Education	3	EPSY 260 Ed. Psychology	3
IE 211 Industrial Education	3	IE 381 Industrial Education	3
IE 221 Industrial Education	3	PSC 150 or 152 Phys Sci.	3
EPSY 250 Ed. Psychology.	3	PSC 151 or 153. Phys Sci Lab	1
	16		16

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
ED 308 Teaching Methods	3	E 250 or E 251 World Lit	3
History 250 or 251	3	IE 331 Industrial Education	3
IE 326 Industrial Education	3	IE 252 Industrial Education	3
IE 241 Industrial Education	3	IE 330 Industrial Education	3
IE 301 Industrial Education	3	Elective	3
IE 410 Industrial Education	3	*IE 350 Seminar	1
	18		16

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
ED 425 Special Methods	3	ED 430 Prof Clin Exp	12
PS 252 American Govt	3		
*ED 450 Education Seminar	1		
RED 317 Reading Education	3		
Electives	6		
	16		12

Application for Professional Clinical Experience
Application for Graduation

Note: Technology Education majors are required to take and pass the "Fundamentals of Industrial Technology Education Examination" during their senior year prior to graduation.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN INDUSTRIAL TECHNOLOGY (120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
E 150 Eng Comp	3	E 151 Eng Comp	3
M 151 or M 152	3	M 155 Math Modeling	3
IE 121 Prod & Struct Design I	3	IE 122 Prod. & Struct. Des. II	3
IE 180 Intro to Ind. Tech.	2	ET 250 Technical Comm.	3
UNIV 101 Univ Comm	2	CS 150 Computer Concepts	3
HED 151 or PE 150	2		
	15		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
BSC 150 Biological Science	3	ARTS 250/MU 250/D 254	3
BSC 151 Biological Sci Lab	1	PSC 150/151 Physical Science	3
E 250/251 World Literature	3	PSC 151/153 Physical Sci Lab	1
IE 251 Intro. to Comm.	3	H 250/251 World Civ	3
SOC 250 Sociology	3	IE 241 Transp. Pwr, Energy	3
IE 211 Construction System	3	Elective	3
	16		16

JUNIOR

First Semester	Credits	Second Semester	Credits
IE 381 Graphic Comm. I	3	IE 252 Elect & Electronics	3
PS 252 Ameri Government	3	IE 325 Construction Practice	3
IE 326 Special Needs	3	IE 221 Manufacturing Tech.	3
IE 331 Power/Energy	3	ETS 250 African Amer. Hist of	
Elective	3	Tech.. & Science	3
		Elective	4
	15		16

SENIOR

First Semester	Credits	Second Semester	Credits
IE 305 Human Rel. in Indus	3	Technical or Department	
IE 330 Con in Manufacturing	3	Approved Courses	12
IE 410 Facilities Plan. & Mgt.	3		
IE 301 Hist & Phil. Ind. Ed.	3		
IE 308 Methods of Teaching	3		
	15		12

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCES IN ELECTRICAL ENGINEERING TECHNOLOGY AND PHYSICS 166 Credits

FRESHMAN (1ST YEAR)

First Semester	Credits	Second Semester	Credits
UNIV 101 Univ. Community	2	ET 250 Technical Comm.	3
E 150 Eng. Comp. & Comm.	3	E 151 Eng. Comp & Comm.	3
M 153 Calculus I	3	M 163 Calculus II	3
C 150 General Chemistry I	3	C 152 General Chemistry II	3
C 151 General Chem I Lab	1	C 153 General Chem. II Lab	1
ET 170 Intro. Engr Tech.	3	M 155 Math Modeling	3
PE 150/HED 151/MS 101	2	PSY 250/SOC 250	3
	17		19

SOPHOMORE (2ND YEAR)

First Semester	Credits	Second Semester	Credits
ARTS 250/MU 250/D 254	3	ET 150 Mech Drawing/CAD	3
EET 230 Circuit Analysis	3	EET 232 Elect. Netwk Anal	3
P 254 Gen. Phys I w/Calculus	3	EET 233 Circuit Lab	1
P 251 Gen. Physics I Lab	1	P 255 Gen. Phys II w/Cal	3
CS 150 Computer Technology	3	P 253 Gen. Physics II Lab	1
M 237 Calculus III 3	3	EET 275 Engineering Math	3
		E 250 or E 251 World Lit.	3
	16		17

JUNIOR (3RD YEAR)

First Semester	Credits	Second Semester	Credits
EET 320 Intro. ComP Prog.	3	EET 332 Electronics II	3
EET 330 Electronics I	3	EET 333 Electronic Lab	1
M 403 Diff Equations	3	EET 382 Intro. Microproc	3
P 203 Gen. Physics III w/Cal	3	EET 383 Digital &	
P 223 Gen. Physics III Lab	1	Microprocessor Lab	1
H 250 or H 251 World Hist.	3	P 406 Intro. Modern Physics	3
EET 381 Digi Sys. Des & Anal	3	ET 255 Eng. Economic Anal.	3
		M 314 Linear Algebra	3
	19		17

SENIOR (4TH YEAR)

First Semester	Credits	Second Semester	Credits
P 303 Mechanics I	3	P 304 Mechanics II	3
P 401 Elec & Magnetism I	3	P 402 Elec & Magnetism II	3
Advanced Lab Component	3	P 410 Intro. Quantum Mech.	3
EET 443 PLC& Virt.Inst.Lab*	1	EET 480 Intro. Robotics	3
EET 470 Auto. Control Sys.	3	EET 483 Cont & Robotic Lab	1
Language Comp I (See below)	3	Language Comp II (See below)	3
HU 250 Cultural Awareness	3		
	19		16

* Taken if EET 392…Intro. PLC & Virtual Instrumentation is chosen as ADVANCED LAB COMPONENT.

FIFTH YEAR

First Semester	Credits	Second Semester	Credits
P 403 Thermodynamics	3	EET Approved Elective	3
P 313 Radioisotope Lab	3	EET Approved Elective	3
EET Approved Elective	3	EET Approved ElectiveLab**	1
EET Approved Elective Lab**	1	Elective	3
Elective	3	Elective	3
	13		13

**Taken if EET Approved Elective chosen has a companion laboratory.

Language Component I*II; F 101 & 102 or G 101 & 102 or
Computer Language I & II (See advisor)……..6hrs.

Advanced Laboratory Component
P407 Advanced Laboratory-3 hrs or
EET 392 Intro PLC & Virtual Instrumentation ..... 3hrs.
and EET 443-PLC & Virtual Instruments Lab ..... 1hrs.

EET Approved Electives
EET 275 — Engineering Math ..... 3hrs.
EET 374 — Electrical Machines 3
EET 375 — Electronic Communications 3
EET 392— Intro. PLC & Virtual Instrumentation 3
EET 443 — PLC & Virtual Instruments Lab ..... 1hrs.
EET 450 — Intro. Electrical Power Systems ..... 3 hrs.
EET 453 — Machines & Power Lab 1hr
EET 459 — Senior Project Proposal 1hr
EET 460 — Senior Project ..... 3hrs.
EET 475 — Computer Aided Designed of Electrical Systems..... 3hrs.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

The Department of Mathematics and Computer Science is supportive of the goals and objectives of the College of Science, Mathematics and Engineering Technology (CSMET). Its mission is to produce computer scientists, mathematicians, and teachers who are highly skilled, competent, and well prepared to enter professional careers, pursue degrees beyond the baccalaureate level, and live productively in a global, culturally diverse and technologically advanced society.

OBJECTIVES

The objectives of the Department are:

1. To provide a wide variety of courses in mathematics and computer science to meet the needs of the university population;
2. To review the course offerings of the department periodically and to ensure that the curricula provide adequate training in all areas necessary to prepare students for graduate work, teaching, and employment in areas related to their major;
3. To provide for high standards in courses which will prepare students with the necessary tools to be successful in society;
4. To provide the kind of atmosphere in classes which will encourage students to be self-starting, self-directed, and creative in their thinking; and
5. To encourage faculty and students to seek continuous collaboration that will improve the department generally, and specifically improve the quality of instruction and research.

PROGRAM OFFERINGS

The Department of Mathematics and Computer Science offers programs leading to the Bachelor of Science degree in the following major areas: Computer Science, Mathematics, Teaching of Mathematics, and Mathematics and Computer Science (Double Major).

The specific objectives of the program in computer science are that graduates should be able:

1. To construct algorithms to solve problems;
2. To know what general types of problems have computer solutions and the various tools necessary for solving such problems;
3. To write programs that work correctly, are well documented, and are readable;
4. To determine whether or not they have written a reasonable efficient and well-organized program;
5. To assess the implication of work performed either as an individual or as a team member;
6. To understand basic computer architecture;
7. To have facility with (elementary) mathematics and statistics; and
8. To be prepared to pursue in-depth training in one or more application areas or further education in computer science.

Graduates of the program in mathematics should be able:

1. To apply mathematical concepts and principles independently;
2. To recognize and construct proofs;
3. To understand the interrelationship of the different branches of mathematics studied *(algebra, analysis, and geometry);*
4. To appreciate the historical, philosophical, and cultural significance of mathematics covered in the curriculum; and
5. To be prepared to pursue further training in one or more application areas in mathematics.

PROGRAM REQUIREMENTS

Students majoring in Mathematics or Computer Science must complete the degree requirements as outlined in the Catalog. Majors and minors are required to have at least a "C" in all required Mathematics or Computer Science courses included in their curriculum.

Students who entered the University or declared a major in Mathematics or Computer Science, prior to Fall 2007,may complete the degree requirements in the 2007-2008Catalog. However, students who entered the University or declared a major in Mathematics or Computer Science, effective Fall 2007, must complete the degree requirements as outlined in the 2007-2008 Catalog.

MAJOR AND MINOR PROGRAMS

Computer Science-The major in Computer Science prepares a student for employment in business, industry, or government and for further study in computer science or a cognate field. The Computer Science program is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC of ABET)

Mathematics-The major in Mathematics provides the student with a good preparation for graduate study in mathematics, applied mathematics, statistics, or operations research as well as for many industrial positions as a mathematical analyst/programmer. With electives in business, this major is excellent preparation for actuarial careers.

The Mathematics curriculum is also designed to provide students with opportunity to study areas of application such as economics, natural sciences, and psychology which will deepen their understanding of the role of mathematics.

Teaching of Mathematics-The major in the Teaching of Mathematics provides the necessary preparation for secondary school mathematics teaching. When supplemented with a computer science minor, it is sufficient preparation for many jobs in industry as a mathematical

analyst or programmer. This program is adequate preparation for graduate work in Mathematics or Mathematics Education.

Minor in Computer Science Minors in Computer Science must satisfactorily complete each of the following Mathematics and Computer Science courses with at least a "C":
M153, M163, M208 or M309, M215, CS161, CS171, CS201, and CS202 *(twenty-four semester hours).*

Minor in Mathematics Minors in Mathematics must satisfactorily complete the following Mathematics and Computer Science courses with at least a "C": M153, M163, M207 or M305, M208 or M309, M215, M306, M314, and CS171, or CS205 or an approved programming language. *(twenty-four semester hours).*

Double Major in Mathematics and Computer Science A double major in mathematics and computer science is the fulfillment of the degree requirements in both majors concurrently. To earn a degree with a double major in mathematics and computer science, the student must fulfill all of the requirements of both degree programs. A double major in mathematics and computer science does not imply a dual degree in mathematics and computer science. One diploma will be awarded, but a notation recognizing the completion of a second major will be posted on the students permanent academic record.

To be eligible to pursue a double major in mathematics and computer science, a student must have completed a minimum of sixty (60) semester hours of course work with a minimum 2.500 cumulative GPA. As a minimum, the course work must include CS161, CS171, CS201, M153, M163, and M215. The student must have a "B" average (3.00) in all mathematics and com-puter science courses that have been taken. Under special circumstances, the Department Chair may waive these requirements. To initiate a double major, a student should contact the Chair of the Department of Mathematics and Computer Science and complete the appropriate forms with the Registrars Office.

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MATHEMATICS (120 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Univ Comm	2	E 151 Eng Comp	3
PEA-PEV150/HED	2	S 150/S 250/ET 250	3
or 151/MS 150		M 163 Calculus II	3
E 150 Eng Comp	3	M 215 Logic, Sets, Proofs	3
M 153 Caculus I	3	CS 161 Intro Programming	3
M 210 Finite Mathematics	3		
CS 150/151 Computer Sci	3		
	16		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250/251 World Lit	3	H 250/251 World Civ	3
MU 250/ARTS 250/D 254	3	PSY 250/EPSY 250/SOC 250	3
M 237 Calculus III	3	M 238 Calculus IV	3
ECON 250/255/ET 255	3	HU 250 Cultural Awareness	3
P 254 Gen Physics I	3	P 255 Gen Physics II	3
P 251 Gen Physics I Lab	1	P 253 Gen Physics II Lab	1
	16		16

JUNIOR

First Semester	Credits	Second Semester	Credits
Elective	3	Group I	3
M 314 Linear Algebra	3	M 306 Modern Algebra	3
M 305 Intro Mod Geom	3	Group II	3
M 309 Stat Meth & Anal	3	Elective	3
M 403 Differential Eq	3	M 315 Discrete Math	3
	15		15

SENIOR

First Semester	Credits	Second Semester	Credits
M 404 Real Anal I	3	Elective	3
Elective	3	Elective	3
Group II	3	Group I	3
Group III	3	Group III	3
Group III	3		
	15		12

Group I: M 207, M 301, M 303, CS 171, CS 201, CS 202 (Take a minimum of 2 courses (6 hours)
Group II: M 310, M350, M 408, M 409, M 412/IET357 (Take a minimum of 2 courses (6 hours)
Group III: M 405, M 406, M 407, M 498, CS 402, CS 403 (Take a minimum of 3 courses (9 hours).

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (127 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
University 101	2	English 151	3
English 150	3	Education 199	2
Science Option I	4	Science Option II	4
M 153	3	M 163	3
M 210	3	Speech 150 or 250 or	
		Engineering Tech. 250	3
		*Education 150	1
	15		16

Application to Education

SOPHOMORE

First Semester	Credits	Second Semester	Credits
English 250 or 251	3	History 250 or 251	3
M 215	3	Ed. Psychology 260	3
M 237	3	M 238	3
CS 150/151	3	M 207	3
Ed. Psychology 250	3	Economics 250 or 255 or	
PE150/HED 151/MS101	2	Engineering Tech. 255	3
		Computer Sci. 161	3
	17		18

Admitted to Teacher Education

JUNIOR

First Semester	Credits	Second Semester	Credits
Art/Music 250/Drama 254	3	M 306	3
M 305	3	Education 308	3
Education 306	3	M 315	3
Special Education 216	3	African Amer. Exp. 250	3
M 208	3	M 490	3
M 314	3		
	18		15

Admission to Advanced Standing

SENIOR

First Semester	Credits	Second Semester	Credits
Education 425	3	Education 430	12
M 404	3		
Reading Education 317	3		
*Education Seminar 450	1		
Elective	3		
Elective	3		
	16		12

Application for Professional Clinical Experience
Application for Graduation

Science Option I: BSC 150&151, BSC 152&153, B 150, B 151
Science Option II: PSC 150&151, PSC 152&153, P250&251, P252&253, P254&251, P255&253, C150&151, C152&153

CURRICULUM LEADING TO DEGREE OF BACHELOR OF SCIENCE IN COMPUTER SCIENCE (125 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
PE 150/HED 151/MS 150	2	CS 171 Obj. Oriented Prog.	3
UNIV 101 Univ Comm	2	E 151 Eng Comp	3
CS 151 Intro to Comp. Sci.	3	M 210 Finite Mathematics	3
CS 161 Intro Programming	3	M 163 Calculus II	3
E 150 Eng Comp	3	S150/S250/ET250	3
M 153 Calculus I	3		
	16		15

SOPHOMORE

First Semester	Credits	Second Semester	Credits
CS 201 Comp Prog I	3	CS 202 Comp Prog II	3
ECON 250/ECON255/ET255	3	HU 250 Cultural Awareness	3
E 250/E 251 World Lit	3	H 250/H 251 World Civ	3
M 215 Logic, Sets, Proofs	3	M 208 Intro Stats	3
Science Option[1]	4	SOC 250/PSY 250/EPSY 250	3
	16		15

JUNIOR

First Semester	Credits	Second Semester	Credits
CS 300 Computer Logic	3	CS 304 Comp Organization	3
CS 308 Data Structure	3	CS 318 Org Prog Lang	3
MU 250/ARTS 250/D 254	3	M 315 Discrete Math	3
M 314 Linear Algebra	3	CS 301 Comp Systems	3
P 254 Gen Physics I	3	P 255 Gen Physics II	3
P 251 Gen Physics I Lab	1	P 253 Gen Physics II Lab	1
CS 350 Social Implications	1		
	17		16

SENIOR

First Semester	Credits	Second Semester	Credits
CS 405 Software Engineering	3	CS 411 Data Base Mgt	3
CS 401 Operating Systems	3	CS Advanced Elect Option [2]	3
CS Advanced Elect Option [2]	3	CS Advanced Elect Option [2]	3
CS Advanced Elect Option [2]	3	Free Elective	3
Free Elective	3	Free Elective	3
	15		15

1. Science Options: B 150, B 151, C 150&151, C 152&153
2. CS Advanced Electives Options:
Area I: CS 323, CS 495, CS 480 (select zero, one or two)
Area II: CS 418, CS 420 (select zero, one or two)
Area III: CS 324, CS 417, (select zero, one or two)
Area IV: CS 460, CS 498 (select zero or one)

CS Free Electives: CS 205, CS 209, CS 210, CS 240, CS 307, CS 399, CS 402, CS403, CS 496, CS 499

CURRICULUM LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN MATHEMATICS AND COMPUTER SCIENCE (Double Major)

(155 Credits)

FRESHMAN

First Semester	Credits	Second Semester	Credits
UNIV 101 Univ Comm	2	E 151 Eng Comp	3
E 150 Eng Comp	3	M 163 Calculus II	3
M 153 Calculus I	3	M 210 Finite Mathematics	3
CS 151 Intro to Comp. Sci.	3	Science Option	4
CS 161 Intro Programming	3	CS 171 Obj. Oriented Prog	3
PE 150/HED 151/MS 101	2		
	16		16

SOPHOMORE

First Semester	Credits	Second Semester	Credits
E 250/E 251 World Lit	3	H 250/H 251 World Civ	3
M 215 Logic, Sets, Proofs	3	M 238 Calculus IV	3
M 237 Calculus III	3	CS 202 (Group I)	3
CS 201 (Group I)	3	ECON 250/255/ET 255	3
PSY 250/EPSY 250/SOC 250	3	MU 250/ARTS 250/D 254	3
S 150/S 250/ET 250	3	HU 250 Cultural Awareness	3
	18		18

JUNIOR

First Semester	Credits	Second Semester	Credits
M 314 Linear Algebra	3	Group II	3
M 208/309	3	CS 304 Comp Organization	3
CS 308 Data Structure	3	CS 318 Org Prog Lang	3
CS 300 Computer Logic	3	CS 301 Comp Systems	3
P 254 Gen Physics I	3	P 255 Gen Physics II	3
P 251 Gen Physics I Lab	1	P 253 Gen Physics II Lab	1
Computer Science 350	1		
	17		16

SENIOR

First Semester	Credits	Second Semester	Credits
M 305 Intro Mod Geom	3	M 306 Modern Algebra	3
M 403 Differential Eq	3	M 315 Discrete Math	3
M 404 Real Anal I	3	CS 411 Data Base Mgt	3
M 410/CS 402	3	Group II	3
CS 405 Software Engineering	3	Group III	3
CS 401 Operating Systems	3	CS Advanced Elect Option	3
	18		18

5th YEAR	
Group III	3
Group III	3
CS Adv Elect Option	3
CS Adv Elect Option	3
CS Adv Elect Option	3
Elective	3
	18

Groups and Options

Group I: M 207, M 301, M 303, CS 201, CS202

Group II : M 310, M 350, M 408, M409, M 412/IET 357

Group III: M405, M406, M 407, M411/ CS 403, M498

CS ADVANCED ELECTIVE OPTIONS:

Area I: CS 323,CS 480, CS 495 (Select zero, one,or two)

Area II: CS 418,CS 420 (Select zero, one,or two)

Area III:CS 324,CS 417 (Select zero, one,or two)

Area IV: CS 460,CS 498 (Select zero, or one)

SCIENCE OPTIONS: B150, B151, C150&151,

DESCRIPTION OF COURSES

This section contains a listing of courses by department. The following information is given about each course: the number, the title, the credit in semester hours, the number of clock hours per week required, a brief description, and a statement of prerequisites or other restrictions on enrollment.

The first figure immediately following the title of a course indicates the number of hours in semester credits given for the course; the second and third figures enclosed in parentheses (if given) indicate the number of lecture and laboratory hours normally scheduled each week for one semester in the course. For example 3(2,3) means that the course carries three semester hours and meets two lecture hours and three laboratory hours each week. For field experiences, internship, professional clinical experiences, and independent study courses, no numbers are given within the parentheses.

Courses are also coded to indicate the semester in which they are customarily offered. The schedule is as follows:

F	Fall Semester
S	Spring Semester
F,E	Fall Semester, even-numbered years
F,O	Fall Semester, odd-numbered years
S,E	Spring Semester, even-numbered years
S,O	Spring Semester, odd-numbered years
( )	On demand, provided the enrollment is fifteen or more.

SPECIAL COURSES

INTRODUCTION TO THE UNIVERSITY COMMUNITY

UNIV 101. Introduction to the University Community. 2(2,0). Introduction to the University Community is a general-education course designed to assist students in bridging the gap between high school and college. This is a course which seeks to develop within the student the need and desire to excel in the college experience and to present to him the avenues which lead to success. Required of all stu-dents entering with less than 30 semester hours. (F,S)

CAREER DEVELOPMENT

GUID 201. Cooperative Education (Co-op) is a student work/study program in which students participate in a significant career-oriented work experience in business, industry, military government or social service while pursuing their college degree.

The purpose of the program is to provide students with challenging planned work experience directly related to their college curriculum.

Upon graduation they enter the labor market with an enriched background of work experience and "life" experiences so often asked for by potential employers.

Co-op helps in better preparing students for the world of work by offering them early exposure to the work environment while they are engaged in the learning process. This experience also provides an opportunity to examine original career choices to determine if the one selected is the most appropriate.

Students receive six hours of credit for each co-op experience, earn-ing while they learn. Students are required to complete a minimum of two assignments. They get a chance to apply what they have learned in the classroom to a real work situation. Minimum grade-point aver-age required may vary, but at least a 2.30 is necessary. Persons inter-ested in the Co-op program should make application with the Office of Career Planning and Placement.

GUID 202. This course is the second phase of the alternating pat-tern allowing students to complete their program of studies within the minimum time consistent with the obtainment of meaningful work experience. Persons interested in the Co-op program should make application with the Office of Career Planning and Placement. *Prerequisite:* GUID 201. 6.0 Credit Hours.

CD 210. Career Development Seminar. This course is designed to provide experiences and knowledge which will enable students to develop the necessary skills to assemble and organize information about themselves and the world of work in order to make career/life decisions.

ETV Course

ED 526. The Teacher as Manager. 3(3,0). Hosted by Don Upton, "The Teacher as Manager" applies the management techniques used in business and industry to the classroom. Course programs cover such topics as crisis management, behavior modification and evaluation tools. The course was produced through a South Carolina Commission on Higher Education consortium arrangement between ETV, USC, The Citadel, Clemson University, the College of Charleston, South Carolina State College and Winthrop College. (F,S)

COLLEGE OF BUSINESS AND APPLIED PROFESSIONAL SCIENCES

DEPARTMENT OF ACCOUNTING, ECONOMICS AND AGRIBUSINESS

ACCOUNTING

ACCT 207. Financial Accounting. 3(3,1). An introduction to the basic concepts and principles used in financial reporting and the preparation of financial statements. Emphasis is placed on the use of accounting information in making external business decisions. *Prerequisites:* MATH 154. (F,S)

ACCT 208. Managerial Accounting. 3(3,1). An introduction to the basic concepts and principles of accounting data used by managers in planning and controlling operations. Emphasis is placed on the use of accounting information in making internal business decisions in a changing global environment. *Prerequisite:* ACCT. 207. (F,S)

ACCT 307. Intermediate Accounting I. 3(3,1). This course reviews the accounting cycle and introduces students to the concepts and principles of a financial accounting system and the flow of data and transactions within the system. *Prerequisite:* Acct. 207. (F,S)

ACCT 308. Intermediate Accounting II. 3(3,1). This course is designed to provide both a conceptual and practical understanding of generally accepted accounting principles (GAAP) related to the preparation of financial statements and the underlying theories, ethical and global considerations in accounting for current and non-current and non-current assets. *Prerequisite:* ACCT. 207, 307.

ACCT 309. Managerial Cost Analysis. 3(3,1). A course in deci-sion-making and the use of accounting data for planning, controlling and evaluation. Emphasis is placed on the use of case analysis involv-ing cost data and performance measurements. *Prerequisite:* ACCT 208. (F,S)

ACCT 310. Intermediate Accounting III. 3(3,1). This course provides a conceptual and practical understanding of GAAP related to stockholders equity, liabilities, income taxes, earnings per share, accounting changes and statement of cash flows. *Prerequisite:* ACCT. 308.

ACCT 311. Cost Accounting. 3(3,0). A course dealing with methods and procedures in cost accounting. An analysis of problems in cost accounting dealing with job cost systems, process cost systems, standard and uniform cost systems. Emphasis is placed on the control of inventories, labor and overhead costs and the preparation of manufacturing and financial statements. *Prerequisite:* ACCT 208. (F,S)

ACCT 313. Federal Tax Procedures I. 3(3,1). This course provides an understanding of the federal income tax code as it relates to the income tax preparation of individuals. Students enrolled in the course acquire practical experience through preparation of computerized income tax returns. *Prerequisite:* ACCT. 207, 208. (F,S)

ACCT 314. Federal Tax Procedures II. 3(3,1). This course provides an understanding of the federal tax code as it relates to corporation and partnerships with limited coverage of federal taxation of gifts, estates and trusts. *Prerequisite:* ACCT. 207, 208, 313. (S)

ACCT 315. Governmental Accounting. 3(3,0). Accounts of insti-tutions, municipalities, and state and federal governments; organization procedure, budgets, accounts and records; reports and audits. Course deals with specialized procedure in governmental accounting to exhibit cor-

rectly and intelligently the financial facts. *Prerequisite:* ACCT 207, 307. (F)

ACCT 407. Advanced Accounting. 3(3,0). Selected topics in advanced accounting. Study of unique problems related to consolidat-ed financial statements, international operations, government and non-profit organizations, partnerships and other special topics *Prerequisite:* ACCT 310. (F)

ACCT 415. Auditing. 3(3,0). This course stresses an analysis of techniques used in auditingethics of the accounting profession. auditing standards and procedures, programs of audit of various accounts; construction and indexing of working papers, and reports to clients, and case studies applicable to various enterprises and current trends. *Prerequisite:* ACCT 310. (F,S)

ACCT 418. Accounting Information Systems. 3(3,2). A study of accounting information systems as a collector, processor and interpreter of data necessary for effective control of business organizations. Emphasis is placed on accounting information systems application for financial, managerial and tax accounting, auditing, marketing analysis, production and personnel management, systems evaluation and control. *Prerequisite:* ACCT 310. (S)

ACCT 419. International Accounting. 3(3,2). A study of multi-national dimensions of accounting with specific reference to relevant circumstances, clusters of financial accounting principles, foreign currency translation, multiple reporting system, financial disclosure of multinational taxation and transfer pricing. *Prerequisite:* ACCT310. (S)

AGRIBUSINESS

AGBU 110. Introduction to Agribusiness. 3(3,0). Basic course dealing with the nature, structure, and role of the agribusiness system (industry) within the framework of the U.S. economy. It includes the basic economic and business principles as they relate to the food and fiber sector. (F)

AGBU 270. Agribusiness Management. 3(3,0). Application of management principles to decision making in agribusiness. Emphasis is placed on the application of management functions to the operational and strategic environment unique to agribusiness firms. Consideration is also given to agribusiness financial analysis, cost analysis and resource allocation. Prerequisite: AGBU 110 or consent of the instructor. (S)

AGBU 310. Agribusiness Marketing and Price Analysis. 3(3,0). This course involves the evaluation of the structure and performance of agricultural and input supply markets, market price analysis including price forecasting; application of economic theory and analytical techniques for identifying and solving marketing problems. *Prerequisite:* Junior standing. (F)

AGBU 315. Commodity Marketing. 3(3,0). This course is designed to provide students with an in-depth working knowledge of the nature of commodity futures markets. Particularly the fundamentals and technical aspects of commodity prices, basis and basis trading, hedging and hedging strategies are discussed. A computer simulation model is used for the purpose of practical application of buying and selling of commodity futures. *Prerequisite:* AGBU 310 or MKT 300. (S)

AGBU 350. Agribusiness Finance. 3(3,0). Principles of financial management and planning are applied to the farm firm, and agribusiness sector. Emphasis is given to such topics as financial markets, agribusiness credit and credit institutions, cash flow analysis, capital budgeting, and liquidity management. *Prerequisite:* ACCT 207. (F)

AGBU 440. Agricultural Policy. 3(3,0). Economic analysis of the impact of government policies and programs on agriculture and the rest of the economy. The study includes the discussion and analysis of the historic and continuing role of government in agricultural price and income policies. *Prerequisite:* ECON 301, 302, and senior status. (S)

AGBU 450. Seminar in Agribusiness. 1(1,0). The course requires classroom presentations by students on topics assigned by the instructor. *Prerequisite:* Senior standing in agribusiness. (S)

AGBU 455. Agribusiness Strategy. 3(3,0). A capstone course designed to coordinate agribusiness management, marketing, and financial principles; use of cases to analyze the problems faced by managers in agricultural industries; use of simulation games to formulate business strategy. *Prerequisite:* Senior standing in agribusi-ness. (S)

AGBU 460. Agribusiness Internship. 3(3,0). Supervised practical experience of working with an agribusiness firm or a related agency. Plans may be arranged for off-campus internship during the school year and during the summer. *Prerequisite:* Departmental approval.

ECONOMICS

ECON 250. Principles of Macroeconomics. 3(3,0). This course deals with aggregate or "total" economic activity, and hence focuses on the things that factor the economy as a whole. The two main topics of macroeconomics are inflation and unemployment, although there are important macroeconomic aspects to economic growth and interna-tional trade. (F,S)

ECON 260. Principles of Microeconomics. 3(3,0). This course focuses on the behavior of individual decision makers in the economy. It centers on how these decision makers choose among alternatives and what are the results of these choices. Included among the decision makers are consumers, workers, business firms and governments.
(F,S)

ECON 255. Survey of Economics. 3(3,0). A one-semester survey of the principles of economics and application of these principles of economics and application of these principles to economic issues of resources allocation, inflation, unemployment, production, economic growth, money creation and financial institutions. (Students who take ECON 201-202 will not receive credit for ECON 255.) (F,S)

ECON 301. Microeconomic Analysis. 3(3,0). A thorough investigation of resource allocation in a private enterprise system, price and output determination under alternative market structures, consumer behavior, and factor income. *Prerequisite:* ECON 260 or ECON 255. (,S)

ECON 302. Macroeconomic Analysis. 3(3,0). A thorough investigation of the determination of GNP and employment levels, aggregate consumption, budget deficit, international trade deficit, investment inflation, unemployment, monetary and fiscal policies. *Prerequisite:*
ECON 250 or ECON 255. (F,)

ECON 305. Business and Economic Forecasting. 3(3,0). Analysis of the techniques and models used in forecasting various business variables, for example, sales, resource supply, capital availability, etc. The emphasis will be to enable the student to develop quantitative skills for providing answers to various types of business problems. The application of these forecasts in an uncertain business environment and as a tool of planning will be examined. *Prerequisites:* ECON 250-260, BA 214. (,S)

ECON 307. Labor Economics. 3(3,0). A general survey of the principal effects of the position of the wage earner in modern industry, emphasizing the significance of wages, hours, working conditions, accidents, unemployment, trade unionism and labor legislation. *Prerequisite:* ECON 250-260 or ECON 255. (S)

ECON 309. Money and Banking. 3(3,0). This course deals with the organization, operation, and economic influence of commercial banks credit

union, S&Ls, the Federal Reserve System and its influence on interest rates, savings, investment and the overall economy. *Prerequisite:* Econ 250 or ECON 255. (F,S)

ECON 316. Economic Development. 3(3,0). A study of growth in less developed countries and communities, emphasizing the problems of capital formation, technology, labor supply, productivity, poverty, and the role of the government and international organizations in eco-nomic development. *Prerequisite:* ECON 250 or ECON 255. (C, S)

ECON 351/ENV 351. Environmental Economics. 3(3,0). Examines the nature of environmental problems and questions of environmental quality. Their origin as a case of market failure will be analyzed, and the tools of economic analysis will be used to find solutions to. and evaluate these questions. The course will also deal with the economic growth controversy from the standpoint of the environment. *Prerequisite:* ECON 250-260 or ECON 255. (,S)

ECON 363. Personal Money Management, 3(3,0). The primary purpose of the course is to acquaint the student with the fundamental problems of personal economic decision-making intelligently and effi-ciently in a market economy Topics taught will include: managing income, buying wisely, loans and credit, buying a home, principles and procedures of investing in stocks, mutual funds, and purchasing appropriate type of insurance, policies and the implications of fiscal and monetary policies for the consumer. *Prerequisites:* ECON 250-260 or 255. (F,S)

ECON 401. Current Economic Problems. 3(3,0). This course involves an application of economic principles to analyze present-day economic problems. The flexibility of this course permits the inclusion of any contemporary economic issue. *Prerequisite:* ECON 250-260 or ECON 255. (F,S)

ECON 402. Business Cycles and Conditions Analysis. 3(3,0). Extensive analysis of the economic phenomena of business cycles. Business cycle behavior and measurement will be examined in detail. The implications for various industries and business firms of the eco-nomic fluctuations associated with business cycles will be analyzed. This course will also deal with the problems of forecasting business conditions. Policy prescriptions applied during recent American busi-ness cycle experience will be reviewed. *Prerequisites:* ECON 250-260, BA 214. (F,S)

ECON 407. International Economic Relations. 3(3,0). A course dealing with international trade and payments, examination of trade flows between countries and trade policies of major groups of countries as they affect agricultural trade, changing patterns and structure of the international markets, foreign exchange markets, various factors influencing economic relations among nations, and the role of inter-national organizations. *Prerequisite:* ECON 250 or 255. (F,S)

ECON 410. Introduction to Econometrics. 3(3,0). Application of statistical and mathematical concepts to the solution of economic problems; main topics include the least squares estimator, statistical inference, specification error, heteroscedasticity, auto-correlated resid-uals, problems of multicolinearity. *Prerequisite:* MATH 162, BA 214, ECON 260 or permission of the instructor. (F,S)

ECON 411. Mathematical Economics. 3(3,0). This course empha-sizes the application of mathematical analysis to introductory micro-and macroeconomic theory. The course provides enough applications of mathematical techniques to appreciate the relationships between them and the economic concepts. Graphical representations, basic algebraic functions of several variables, and differential calculus pro-vide the framework for analysis. *Prerequisite:* ECON 250-260 or ECON 255; MATH 154. (,S)

ECON 415. Managerial Economics. 3(3,0). A study of the appli-cation of economic theory to the decision-making process in business enterprise. This entails the discussion of demand forecasting, cost analysis, capital budgeting, structure of the firm, and some operation research techniques. *Prerequisite:* ECON 260 or 255. (F,)

ECON 450. Seminar in Economics. 3(3,0). This course will involve classroom presentations by students on topics assigned by the instructor *Prerequisite* Senior standing. (,S)

DEPARTMENT OF BUSINESS ADMINISTRATION

BUSINESS ADMINISTRATION

BA 101. Introduction to Business. 3(3,0). This is an introductory course to the field of business. It is designed to help students under-stand the American business system and the elementary concepts nec-essary to comprehend business organizations. Professional dress is required. (S)

BA 201. Legal Environment of Business. 3(3,0). As an introduction to business law, this course is designed to cover the fundamental principles of business law. Comprehensive and practical in coverage, it explores the traditional legal environment in which business is conducted (e.g., consumerism, labor law, and government regulations of business, and current trends in the law). It stresses aspects of the law that are essential to the decision-making process and focuses on the business use of legal knowledge. (F,S)

BA 204. Keyboarding Typewriting III. 3(3,2). Production typing with realistic office problems and an introduction to automation with special projects. Minimum speed requirement on 10-minute timing is 60 words per minute with five errors. (S)

BA 213. Quantitative Analysis I. 3(3,0). Designed to give an introduction to the basic concepts and procedures of statistics. The course lays the foundation for the mathematics of rational decision-making. Topics include: measures of central tendency, dispersion, skewness, and kurtosis; probability; sampling tests of significance, and the application of these to sampling theory. *Prerequisites:* Mathematics 154 and Mathematics 155. (F,S)

BA 214. Quantitative Analysis II 3(3,0). Designed to give an introduction to the basic concepts and procedures involved in the analysis of relationship and business change. Topics include: correlation and regression analysis; time series, secular trend, seasonal vari-ation and cyclical fluctuations. *Prerequisites:* BA 213, Mathematics 154 and 155, and MGT 216. (F,S)

BA 301. Introduction to International Business. 3(3,0). Essential elements of international business. Topics covered include environments of international business, theories of international business, international financial institutions, multinational corporations and international strategic management. *Prerequisite:* BA 101, MGT 301 (F,S)

BA 304. Business Law. **3(3,0).** This course explores the law as it relates to contracts, agency, business torts and crimes (including computer crime), commercial paper, ethics, sales, trusteeship, bankruptcy, legal responsibility of accountants and business organizations. It further treats business taxation, antitrust enforcement, franchises, and security regulations. It highlights those private law areas which may particularly constrain business operations; and how multinational business can be affected by law. *Prerequisite:* BA 201. (F,S)

BA 309. Word Processing. **3(3,0).** This course introduces students to the basic concepts of word processing as part of a totally integrated information processing system. It gives students practice in setting up actual business documents, keyboarding from rough draft copy, and interpreting proofreaders marks. It provides students the opportunity to integrate their keyboarding/typewriting skills. (S)

BA 311. Business Communications. 3(3,0). This course is designed to emphasize and enhance the importance of communication skills in the business world. It identifies and reviews the foundations of communication for business listening, speaking, writing, and reading. It broadens the communication experience by building communication skills with technologies, and practical business application, improving communication skills of non-native speakers of English, and by developing intercultural communication skills for the global business community. The ultimate mission of this course is to prepare students to become confident, flexible, resourceful communicators in the field of business. *Prerequisite:* English 150. (F,S)

BA 312. Production and Operations Management. 3(3,0). This course is a survey of the major operational functions of organizations. Emphasizes the identification of major problem areas associated with the conversion of resources into goods and services within the frame-work of the management process of planning, organizing, and control. The course covers the techniques to solve problems related to; capacity, facility location, job design, work measurement, scheduling, and inventory and quality control. *Prerequisites:* BA 213 and BA 214. (F,S)

BA 450. Business Internship. 3(1,2). Supervised laboratory hours in actual office experience in various aspects of business administration, including accounting, insurance, retailing, and management. Plans may be arranged for off-campus internship during the school year and during the summer. *Prerequisite:* Approval by the Department and by the Office of Student Services. (F,S)

BA 499. Special Topics in Business. (14). Topics will be selected from various areas in Business including trends, methods, and other applicable approaches. Special topics may be repeated to a maximum of six credits provided the content is different. *Prerequisite:* Approval of staff. (F,S)

MANAGEMENT

MGT 216. Management Information Systems. 3(3,0). This is a course in the analysis, design and implementation of management systems, and how they are applied to the decision process within business firms to enhance managerial effectiveness and efficiency. Special emphasis will be placed on data organization, storage retrieval, processing and reporting. (F,S)

MGT 301. Principles of Management. 3(3,0). A study of business policy on the managerial level, including questions of location, internal coordination, financial control, employee relations and government control. *Prerequisite:* Junior standing. (F,S)

MGT 304. Human Resource Management. 3(3,0). An analysis of the problems of building an efficient work force and developing sound relations among people in an organization. The organization of an effective human resource program and the development of sound personnel policies and procedures are stressed. *Prerequisite:* MGT 301.
(F,S)

MGT 305. Insurance. 3(3,0). A study of the various types of insurance, including fire, casualty, title, liability and compensation. Life insurance and its programming are included. *Prerequisite:* Junior standing. ( )

MGT 306. Real Estate. 3(3,0). A study of the field of real property and the devices used in selling and transferring it. Familiarity with documents and their handling is stressed. *Prerequisite:* Junior standing. (F,)

MGT 308. Organizational Theory and Behavior. 3(3,0). This course is designed to explore the dynamics of behavior in organizational settings, at the individual, interpersonal, and group levels. It includes the comprehensive coverage of both micro- and macro-orga-nizational behavior. Topics emphasized are motivation, communication, leadership, organizational development, group functions and processes. *Prerequisite:* Junior standing. (F,S)

MGT 316. Database Management Systems. 3(3,0). This course integrates theoretical and practical aspects of database management systems. Emphasis is given on (1) basic technical concepts and system resources for data; (2) data environment; (3) database concepts such as relational databases, normalization, data dictionaries and directo-ries; and (4) use and management of databases. *Prerequisites:* MGT 216. (F,)

MGT 320. Introduction to Financial Management. 3(3,0). This course is an introduction to the field of business management known as finance. The first business finance course introduces students to the concepts and problem-solving techniques related to financial decision making. The course seeks to help students to answer the following questions: Which assets should a firm acquire? How much should a firm invest in these assets? How should the firm finance these assets? In order to answer these questions, this course aims to make the students proficient in the use of concepts and techniques related to major investment and financing decisions. Some concepts stressed in this course are: time value of money, risk and return tradeoff, asset valuation models, capital budgeting, and capital structure. *Prerequisites:* ACCT 208, BA 213. (F,S)

MGT 321. PERSONAL FINANCE AND INVESTMENTS. 3(3,0). This course is required for Management majors in addition to the personal finance and investment analysis fundamentals, students enrolled in this course will get a managerial and professional per-spective inherent in financial decision making. The concepts learned and the skills gained through this course will (1) complement the learning objectives of the Financial Management course (MGT 320 and (2) prepare them for a possible career as a personal financial advisor or credit counselor in the consumer finance, investment, or mortgage loan industry. *Prerequisites:* MGT 216 and MGT 320. (F.)

MGT 412. Entrepreneurship. 3(3,0). Understanding small business operations that range from starting a new business, operating and managing a small business, to the legal considerations and government assistance for small business. In each area, the emphasis is placed upon those aspects that are uniquely important to small firms. Examples of how to operate major types of small business in a case method analysis will be covered. *Prerequisite:* Senior standing and department approval. (F,S)

MGT 415. Total Quality Management. 3(3,0). This course will deal with the methods of Total Quality Management (TQM). Theory and practice of TQM will be combined by studying cases and examples from Toyota, Xerox, Ford, Citibank, Motorola and others. The ideas of Deming, Juran, Ishikawa. Taguchi and Crosby will be studied and critiqued. TQM in the context of both manufacturing and services will be studied in depth and linkages between operations, design, marketing, and procurement will be emphasized. The focus will be on the role of TQM in regaining competitive edge which American businesses have recently lost. Topics covered will include: Traditional view of quality management, modern quality management, Total Quality Management, statistical concepts in quality control, control charts, acceptance plan, computers in quality control, quality management in services, and the role of senior management and other employees in making TQM happen. *Prerequisites:* BA 213, BA 214, BA 312, MGT 301 or instructor s approval. ( )

MGT 416. Decision Support and Expert Systems. 3(3,0). This course deals with business problem solving, decision-making and how to use computers as resources to gain the insight needed to support selection of alternative decisions. In particular, this course places emphasis on (1) methods of decision-making and problem-solving; (2) decision and expert support systems: (3) rule-based expert systems; (4) modeling with spreadsheets; (S) manipulating decision-making procedures; and (6) developing and using management models. *Prerequisites:* MGT 216, BA 214, BA 312. (S,

MGT 417. Systems Analysis and Design. 3(3,0). A one-semester study of the process to develop information technology solutions to address management problems. The methodology presented is applicable to both large computer-based solutions and personal computer based solutions. Topics include problem analysis techniques, system, program and data specification techniques, plus project management techniques. *Prerequisites:* ACOT 207, BA 213, BA 312, ECON 250, MGT 216, MGT 301, MGT 320, and MKT 300. (S)

MGT 421. Industrial Relations. 3(3,0). This course is designed to investigate the industrial relations movement in the United States and its influence on Public Policy and Human Resources Management. Topics include origins of the U.S. Labor movement, a chronological history of labor activity prior to 1900, a detailed analy-sis of the major labor legislation passed during the twentieth century, the organizing process, collective bargaining, contract negotiation, discipline and grievance processes, and an examination of the future of the U.S. labor movement. ( )

MGT 422. Human Resource Recruitment and Selection. 3(3,0). This course examines the organizational functions of employ-ment recruitment, selection, staffing, training, and personnel devel-opment. Topics include the legal considerations of recruitment and selection, reliability and validation of selection measurement tools, job analysis and job design, information collection through the use of application forms, interviews and references, ability tests, and personality assessment. *Prerequisite:* MGT 304. (F,)

MGT 423. Corporate Finance. 3(3,0). Intensive analysis of financial decision-making in the firm with emphasis on both short-term and long-term asset and financing decision. Analytic tools of finance will be introduced. The course is a sequence of financial management, MGT 320. It will focus upon valuation concepts, risk-return analysis, financial statement analysis, working capital structure and pricing theories. *Prerequisite:* MGT 320. ( )

MGT 424. Cases and Policies in Human Resource Management. 3(3,0). Through case analysis, the course is designed to develop the students awareness, knowledge, and skills needed to solve human problems and make the appropriate organizational decisions. Cases will emphasize the current issues in human resource management such as: equal employment opportunity and affirmative action, employee representation, minorities and the disadvantaged in personnel decisions, safety and health, and flexible work scheduling. The cases will take place in college, government, industry and hospital organizations. *Prerequisites:* MGT 304 and Senior standing. ( )

MGT 425. Investment and Portfolio Analysis. 3(3,0). This course deals with the methods and techniques of valuation of common stocks, bonds, options, risk-return analysis. It will also include introducing portfolios theory, investment management, and the methods of measuring the investment performance. Topics covered include asset pricing models, various portfolio strategies, contingent claim asset pricing, and futures trading. *Prerequisite:* MGT 320. ( )

MGT 426. Financial Markets and Institutions. 3(3,0). Studies the flow of funds. Analyzes major financial intermediaries. Money and capital markets reviewed with emphasis on interest rates and their impact upon administration of specific financial intermediaries. Creation, operation and public regulation of financial institutions. *Prerequisite:* MGT 320. ( )

MGT 427. International Financial Management. 3(3,0). The financial problems facing an internationally oriented corporation differ from those facing a domestic corporation in a number of ways. This course addresses these issues from both theoretical and practical points of view. Topics include the international financial system, foreign exchange markets, exchange rate determination, macroeconomic policy and balance of payments, interest parity, international sources of funds, capital budgeting for multinationals, international cash management, managing foreign exchange rate exposure, international portfolio allocations and international finance paradigms. *Prerequisite:* M 154, MGT 320. ( )

MGT 428. Options and Futures. 3(3,0). This course deals with the valuation of contingent claims, mainly options and futures. The treatment will focus on fundamentals and applications. Topics to be covered include arbitrage relationships, binomial option pricing, the Black-Schools model, empirical evidence, futures markets. *Prerequisites:* M 154, MGT 320 or instructors approval. ( )

MGT 430. Business Policy. 3(3,0). The integration of basic functional business courses, such as accounting, finance, management, law, and marketing to develop an overall company point of view as well as conceptual approaches to dealing effectively with top management problems. *Prerequisites:* Senior standing, ACCT 208, MKT 300, MGT 301, MGT 320. (F,S)

PROFESSIONAL DEVELOPMENT

SOPHOMORE LEVEL:

SB 201: Professional Development I 1(1,0). This course is the first of three designed to provide supplemental experiences to better prepare students for the transition from college to the highly competitive business world. Special emphasis will be placed on establishing career goals, developing mentor-mentee relationships, determining strengths and weaknesses, and making field trips to businesses. In addition, there will be focus on developing business communication skills and exposing students to successful business professionals. *Prerequisite:* Sophomore standing and admission to the Business Programs. (BA 101) (F,S)

JUNIOR LEVEL:

SB 301. Professional Development II. 1(1,0). The second of a three-course series, this particular course emphasizes self-assessment, resume writing, cooperative education and internship experiences, oral and written communications and career focus. In addition. structured activities and workshops designed to develop leadership qualities will be provided. *Prerequisite:* SB 201. (F,S)

SENIOR LEVEL:

SB 400 - Internship/Experiential Learning. 1(0,1). This one-credit course offers practical experience in a business laboratory environment. The structured internship/experiential learning component of the course augments the concepts, theories, and skills learned in previous business and related classes. By promoting professionalism and actual involvement with businesses, this course is ideally suited to allow for school-to-work transition. *Prerequisite:* Approval by the Office of Student Services and the Department. (F,S)

SB 401. Professional Development III. 1(1,0). The third and final component of a three-course series, SB 401 will focus on inter-viewing skills; preparing for the corporate culture; work ethics; projecting self-confidence and poise; social etiquette; dressing-for-success; and graduate school preparation. There will also be a simulated business environment to allow seniors role-playing opportunities. *Prerequisite* SB 201, 301. (F,S)

MARKETING

MKT 300. Principles of Marketing. 3(3,0). The marketing process: functions, institutions, channels involved in distribution of goods and services from producers to consumers; buying motives: role of the middleman; marketing practices: costs. *Prerequisite:* Junior standing. (F,S)

MKT 302. Marketing Management. 3(3,0). This course is an analysis of the planning and control of the marketing functions. Emphasis is placed on the procedures and techniques of decision-making relative to marketing problems. *Prerequisite:* MKT 300. (F,S)

MKT 303. Consumer Behavior. 3(3,0). This course deals with the complex forces that affect the decision-making process ritual of consumers in the marketplace. Selected concepts from psychology, sociology, anthropology and other behavior disciplines are analyzed to develop the students ability to understand and predict reactions of the consumer to marketing decisions. *Prerequisite:* MKT 300. (F,S)

MKT 304. Principles of Retailing. **3(3,0).** A study of the four basic aspects of modern retail merchandising. (1) Merchandising policies: explores the problems of selecting the proper merchandise mix and service mix; (2) Merchandise planning and controls, and merchandise budgeting; (3) Pricing concepts and principles, markdowns, and legislation; and (4) Buying preparation and timing, resource relationships, negotiations, receiving and marking. *Prerequisite:* MKT 300. (F,)

MKT 402. Sales Management. 3(3,0). A study of the psychology and science of retail selling (stress is placed on the importance of the salesman of the knowledge of his product and of his customers in addi-tion to the necessary steps in making a sale). *Prerequisite:* MKT 300.
(F,)

MKT 411. Marketing Channels. 3(3,0). This course deals with the determination of channels and attributes of institutions to wholesaling and retailing; and the flow of economies through these areas. The approach integrates business objectives with specific institutional characteristics to show channel management as a fundamental accomplishment in the business enterprise. *Prerequisite:* MKT 300. ( )

MKT 412. Marketing Communication. 3(3,0). This course is a study of the promotion mix of the firm. It builds in a vigorous base of consumer psychology and then proceeds to advertising, personal selling, and other used alone or in a combination to communicate satisfying attributes of products and services. *Prerequisite:* MKT 300. (S)

MKT 413. Principles of Advertising. 3(3,0). A study of the principal areas relevant to planning, building, implementing and evaluating advertising and promotional activities, the coordination and integration of advertising with a total marketing effect; role of advertising in the marketing mix; stimulation of primary and selective demands; testing and evaluation of advertisement and campaigns and the impact on practitioners of the publics attitude and the governments posture toward advertising. (S)

MKT 419. International Marketing. 3(3,0). Managerial in nature, this course focuses on the contemporary practice of international marketing management; examines the environment of international marketing; diagnoses the problems, opportunities, threats, and decisions facing the multinational firms; political situation analysis; marketing across international boundaries; marketing within different national markets; analysis of exporting, assembling, licensing or production of products by the domestic firms; examination of alternative multinational organization structures; integration, coordination, and organization of marketing plans and programs in diverse foreign markets; emphasis on achieving synergy in multicountry operations. Lectures, cases, computer simulations, spreadsheets. *Prerequisite:* MKT 300. ( )

MKT 424. Marketing Research. 3(3,0). Analysis of the skills and attitudes required to specify and utilize marketing information in defining marketing problems, making marketing decisions, and eval-uating the effects of decisions. The student will be expected to develop competence in defining problems; specifying the information needed for effective marketing decision making; appraising existing knowledge and judgments; estimating the probable cost and value of additional information, evaluating the interpreting marketing information; and evaluating the effects of decisions. *Prerequisites:* BA 213, BA 214 and MKT 300. (F,)

MKT 425. Marketing Problems. 3(3,0). The development of the understanding needed by a marketing manager; the implementation and evaluation of marketing programs which promise to obtain the strategic marketing objectives of the *firm;* an analysis of the marketing conditions affecting the firm and the problems to be overcome in obtaining desired objectives; the development of short-term marketing program. Other topics include the determination of specific annual goals, and the use of all of the marketing tools available. *Prerequisite:* MKT 300. (,S)

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

CHILD DEVELOPMENT

CD 200. CD. 3(3,0). A study of the social, intel-lectual, physical, and emotional development of the child from birth through five years. It provides understanding for guiding development in home and educational settings. Observation and participation in a pre-school setting is required. (F, S)

CD 201. Nutrition and Health of Infants and Young Children. 3(3,0). This course includes basic information on personal health and safety issues. Attention is given to the essentials of safe and healthful living in the home, school and community. Materials and methods and techniques for teaching nutrition, health, and safety, including infant and child first aid and CPR, will be emphasized. *Prerequisite:* CD 200. (S)

CD 210. Advanced Child Development. 3(3,0). Advances Child Development is the second of two courses offering an in-depth investigation of selected developmental aspects from conception through late childhood. This course is a study of the physical, cognitive, social emotional and language development of the young child in the home and in educational situations. A requisite aspect of CD 210 is observation and documentation with the context of a laboratory school environment and that addresses needs of children from culturally diverse families of origin. Prerequisite: CD 200. (F,S)

CD 250. Guidance and Discipline. 2(3,0). This course is an overview of developmentally appropriate, effective guidance and classroom management techniques for caregivers of young children. Constructive guidance and discipline brings together practical concepts to help young children become happy, responsible, and productive adults. A positive proactive approach is standard in the course. Prerequisites: CD 200 and CD 210. (F)

CD 300. Science and Math for the Preschooler. 3(3,0). The preschool classroom focuses on the world in which children live and how it works through active investigation. This course includes an overview of prenumber and science concepts for preschool children. Emphasis is on the planning, implementation, and evaluation of developmentally appropriate activities utilizing a variety of methods and materials. Prerequisites: CD 200, CD 210, CD 260, BSC 150 and 151. (F)

CD 260. Creative Activities for Preschool Children. 3(1,2). Emphasizes selected types of creative activities for preschool children, including art, music, literature, nature study and other educational play activities and materials. Opportunities for practical experiences in the preschool are provided. *Prerequisite:* CD 200. (S)

CD 417. Pre-Clinical I Experiences in Preschool Teaching. 3(1,3). This course is to provide individually supervised teaching experiences with preschool age (25 years) laboratory setting. Guidance towards building competencies in curriculum design and implementation, while recognizing psychological, social and nutritional needs, cultural diversity and maintenance of interpersonal relationships are included. *Prerequisites:* CD 200, CD 201, and FCS 308. (F, S) **(Must meet clearance requirement for working with children).**

CD 420. Preschool Organization and Administration. 3(3,0). This course emphasizes preschool policy and legislative requirements, program planning and implementation, budgetary considerations, equipment, staffing, parent interchange, health protection, and record/documentation essentials. *Prerequisite:* Senior standing or consent of instructor. *Prerequisite: CD 200, CD 201, CD 331,* (F)

CD 422. Seminar in Child & Family Development 1(1,0). An overview of programs in Family & Consumer Sciences discipline, review of current policies and topics related to children and families, assessment of leadership style in preparation for the transition to pro-fessional roles. *Prerequisite:* Senior standing. (S)

CD 425. Education for Parenthood. 3(3,0). An exploration and analysis of research theories and practices of parent-child-family-community interface. Emphases are placed upon the psychosocial dynamic processes involved in building strengths of human character. *Prerequisites:* Junior/ Senior standing, CD 200, CD 201, and FCS 304 or consent of instructor. (S)

FAMILY AND CONSUMER SCIENCES

FCS 101. Professional Foundations of Family and Consumer Sciences. 2(2,0). Study of the historical development and philosophy of the Family and Consumer Sciences profession. Special focus on areas of specialization and required competencies; interrelatedness of the profession and other disciplines; legislative mandates and issues; career opportunities; and professional roles and responsibilities. (F, S)

FCS 203. Home Environment Technology. 3(2,2). Utilization of experiential learning approaches to home environment technology and related systems found in the home and work environment; acquisition of competencies related to the selection, operation, care and maintenance of equipment in the near environment. (F)

FCS 207. Professional Decorum. 3(3,0). Critical analysis of social conventions, professional ethics, communications, protocol, formal and informal codes of behavior and etiquette; and the acquisition of competencies in selected areas of personal and professional development are the foci of this course (F,S)

FCS 250. African American Families 3(3,0). The course is designed to provide an ecological approach to understanding African American familiespast to present. Concepts include major social transitions, family systems, stereotypes, family organization/structures, patterns of family life, socio-cultural context, strengths and challenges. Acquisition of these concepts will enhance the cultural competencies of students. (F,S)

FCS 251. Consumer Economics and Resource MGT. 3(3,0). A study of consumer credit and financing; federal, state, and local laws for consumer protection; factors involved in purchasing consumer goods and services; management theory and application; and environmental concerns of the consumer. (F, S)

FCS 304. Marriage and Family Relations. 3(3,0). The course is a study of selected concepts and theories of the institutions of marriage and the family and factors and forces of society which impact on self-understanding, relationships, human development, life cycles, mate selection, alternative life styles, feminine and masculine roles, marital adjustments, parenting, and family crises. The responsibilities and privileges of family as legal entities of the nation, issues in marriage and the family and reflections on the seasons of marriage and family life are also emphasized. (F, S)

FCS 305 Life Cycle Transitions. 3(3,0) formerly HE 305 Personal Encounters, Transitions and Major Life Changes. A study of factors impacting varying aspects of individual development and socialization; the acquisition of competencies for growth via an examination of psychological and sociological foundational theories through diverse modes of inquiry. Life span concepts integral to personal empowerment are examined. (S)

FCS 306 Human Sexuality. **3(3,0).** Critical consideration of theory, historical and contemporary perspectives, and interdisciplinary approaches to human sexual behavior, attitudes, and practices. *Prerequisite:* Restricted to juniors and seniors or consent of instructor.
(F, S)

FCS 308. Instructional Strategies in Family and Consumer Sciences. 3(3,0). This course presents underlying principles basic to the selection and utilization of effective instructional strategies for the teaching-learning process. Attention is given to the selection/creation and use of instructional technologies, materials/resources and facilities. Opportunities are provided to develop competencies in fulfilling the professional role of family and consumer scientists. *Prerequisite:* Junior or Senior standing. (F)

FCS 309. Housing: Design and Environment. 3(1,3). Exploration of design and changing technology in the near environment as they relate to human behavior and aesthetic concerns; public and private efforts to meet housing needs of a diverse society; analysis of housing alternatives currently available to individuals and fam-ilies. (S)

FCS 310. Adult Development. 3(3,0). A study of how adults change or develop in systematic and individual ways over the years. Emphasis is placed on developmental challenges that accompany adult life and the effect differences have on the process or patterns of adult development. (F)

FCS 350. Family and Consumer Sciences Education Seminar. 1(1,0). This course is designed for prospective family and consumer sciences teacher, middle through senior high schools. It involves an assessment of the comprehension and mastery of subject knowledge and methodologies applicable to family and consumer sciences education. A series of computerized test-bank questions related to family and consumer sciences pedagogy will be implemented. *Prerequisites:* Junior and senior standing and consent of instructor. (S)

FCS 408. Curriculum and Evaluation. 3(3,0). This course includes factors of program planning, principles of teaching and learning, design and/ or selection, justification and organization of objectives, content and instructional strategies, integration of youth groups and implementation of instructional plans for Family and Consumer Sciences programs. Formulation of evaluation plans, determination and utilization of a variety of evaluation methods in educative settings and the use of evaluative feedback for program improvement are included. *Prerequisite:* Junior or senior standing. (F, S)

FCS 412. Restaurant and Apparel Store Entrepreneurship. 3(3,0). The course is designed to expose students to entrepreneurial concepts in restaurant and apparel retail. Students will explore similarities of management concepts in restaurant and apparel stores as well as the difference in such areas as merchandise assortment, menu offerings and other operational details specific to each industry. *Prerequisite:* Junior or senior standing or consent of instructor. (S)

FCS 426. Internship in Family and Consumer Sciences. 3-6 (1,3,; 2,6). This course provides supervised experiential learning opportunities in Family and Consumer Sciences and related fields. It is an extension of professional understanding and development through observation, practice and problem-solving in actual work situations. Experiences are designed to meet individual needs, interests and enhance students competencies in the specialty area. Qualities and techniques essential for successful employment are emphasized. *Prerequisites:* Last semester graduating senior. Majors only. (F,S)

FCS 498. Professional Perspectives in Family and Consumer Sciences. 1(1,0). An analysis of the synergistic nature of the Family and Consumer Sciences profession; examination of professional development, roles and ethical behavior; and an exploration of current issues and social policies

that impact life quality of todays individuals and families. *Prerequisites: FCS 101 and NFM 102, FCS 251 and FCS 304.* (F, S)

FCS 499. Special Topic in Family and Consumer Sciences. 1-6 (1-6,0). Opportunities to participate in indepth study and pursue action-oriented research will be provided via topic selected from various aspects of the Family and Consumer Sciences profession including priority issues, trends, programmatic innovations, organizational/ agency foci, and other applicable approaches. Special topic may be repeated to a maximum of six (6) credits provided the content is different. *Prerequisite:* Junior or Senior standing and consent of instructor.

FASHION MERCHANDISING

FM 103. Introduction to FM. 3(3,0). This course provides an overview of FM within the context of the Fashion Industry, supplying a foundation of fundamental knowledge for a career in fashion at the retail, wholesales, manufacturing and support services levels. The nature, development, and operation of the Textiles and Apparel Industry is explained; from the development of textiles, to the production and MKT of apparel and accessories, and in the distribution to the consumer. (S)

FM 204. Essentials of Textiles. 3(1,2). This course offers an introductory study of textiles from fiber to fabric to finished product. This course also explores the types of fibers, and their properties and applications in apparel and home furnishings. Consumer textiles are emphasized, from selection to usage, care and serviceability. (S)

FM 205. Design Elements and Principles for the Consumer and Environment. 3(2,2). This course provides a knowledge base for the acquisition of competencies on the principles and elements of design within the professional and consumer context. Observation, analysis and the application of ARTS are utilized to familiarize students with the interpretation and integration of the basic design fundamentals in their lives. An appreciation of aesthetics is gained through the application of art and design laboratory assignments. (F)

FM 302. Apparel Merchandising Quantitative Analysis. 3(3,0). The course provides the basics of financial merchandise management for profitable apparel retail and manufacturing. Merchandising is viewed from a qualitative and quantitative perspective. Pricing, inventory control, stock and sales, budgeting and management, profit and loss, terms, dating and discounts, are taught in conjunction with the interpretation of the math. The corresponding financial terminology is also incorporated into the course content. Computer simulations, along with activities, problems and exercises are the methods employed. *Prerequisite:* All FM 100 & 200 level courses. M 154 & 155, and ACCT 207. (S)

FM 312. Contemporary Aspects of Clothing. 3(3,0). This course provides an introduction to fashion and the consumer in contemporary society. It also offers an exploration of the multidisciplinary nature of appearance management from a consumer behavioral perspective. The environmental factors that contribute to the adoption and diffusion of fashion, apparel and adornment are examined, form a consumer point of view. (S)

FM 364. Apparel Construction and Analysis I. 3(1,3). This course offers the analysis of apparel as a product and process. The application of garment construction and the fundamentals of fashion apparel production are employed to do this. Both the home sewing and apparel manufacturing industries are examined, with emphasis on the consumer, quality, terminology, technology, the components of construction, and elements of design. (F)

FM 366. Advanced Tailoring. 3(1,3). This course provides for advanced tailoring techniques. Emphasis is placed on construction of tailored apparel for retailing. Advanced experience in minor and major alterations. *Prerequisite:* FM 364. (F)

FM 410. Principles and Practices in FM. 3(3,0). This course offers a quantitative and qualitative approach to apparel merchandising. Principles and practices are applied through merchandise planning and control, visual merchandising and the study of the current state of the fashion industry. Retail buying and merchandise management are examined from the contemporary perspective. Problem solving and analytical thinking, case study analysis, computer applications, and undertaking projects with local retailers are utilized. *Prerequisite*: All FM 200 & 300 level courses, MKT 300 & MGT. 301. Part of Intern Block. (F)

FM 418. Creative Apparel Design. 4(2,4). Creative expression through the development and the application of fiat pattern and draping procedures, apparel design by the flat pattern and draping methods with emphasis on handling different fabrics and finishing techniques. *Prerequisites:* FM 365, ARTS 115 and consent of instructor. (S)

FM 420. Merchandising MGT. 3(3,0). This course prepares merchandising students for entry-level management positions in textiles, apparel, retail and/or the support service industries by providing an integrative explanation of the role of merchandise management. An examination and exploration of the many aspects of merchandising management is undertaken through the utilization of role playing, simulated management activities, case study analysis and computer applications. This course is taken the first half of the semester and part of the 15 hour Intern Block of courses. *Prerequisite:* All FM 200 & 300 level courses, MKT 300 & MGT 301. (F)

FM 427. Field Internship in Family and Consumer Sciences-FM. 3(3,0). This course provides fashion merchandising students the opportunity for paid, full-time temporary employment in the textile, apparel, retail or support services industries. This course is taken the second half of the semester and part of the 15 hour Intern Block of courses. *Prerequisite:* All FM 200 & 300 level courses, MKT 300 & MGT 301. (F)

FM 450. Fashion Industry Overview and Trends. 3(3,0). Students utilize their acquired knowledge of concepts and principles in merchandising to integrate and synthesize information through analyzing and solving cases, surveying and discussing environmental occurrences and other activities. Students learn how to monitor the current environment and interpret its impact on the fashion industry and the consumer. Opportunities for internship will also be explored. Decision-making, critical thinking, interpersonal and communication skills are enhanced through the required written and oral reports. This course is taken the first half of the semester and part of the 15 hour Intern Block Prerequisite: All FM 200 & 300 level courses. (F)

NUTRITION AND FOOD MANAGEMENT

NFM 102. Nutrition and Food .3(3,0). A study of the significance and nature of food as related to technological, psychological, and socioeconomic influences; values, standards, goals, and provisions for nutrition and food decisions and their relationship to health; and the impact of public policy on food and nutrition. Cross cultural/global concerns and career in nutrition management will also be empha-sized. (F, S)

NFM 210. Meal Management. 3(1,3). This course provides principles and practice in food selection, preparation and service in conjunction with the management of human and economic resources to meet the needs and eating patterns of various groups. Emphasis centers on consumer concerns and conservation of resources affecting the nutrition of individual and families. *Prerequisites:* NFM 102. (F,S)

NFM 307. **Professional Institutional Management. 3(3,0).** This course is an analysis and interpretation of MGT functions in conducting a feasibility study for establishing a food service facility. Components include site analysis, facilities layout, functional design and planning. Legal aspects of food service facility ownership will be explored. (S)

NFM 311. **Human Nutrition. 3(3,0).** The scientific basis of nutritional principles is an integral part of this course. The course encompasses the nutrients; their digestion, absorption and metabolism; and their procurement through prudent food selection. *Prerequisites:* C 104, NFM 210, consent of instructor. (F, S)

NFM 321. Quantity Food Production. 4(2,4). This is a course in the application of principles of cookery to the preparation of food in large quantity with emphasis on food planning, purchasing, storage, and service; cost, care, and use of institutional equipment. *Prerequisites:* NFM 210, junior or senior standing or consent of instructor. (S)

NFM 324. Food Service MGT. 4(2,4). This course is a study of the problems involved in the organization and management of food services as applied to quantity food preparation; selection, arrangement and installation of institutional equipment; food service policies; and food cost and control. *Prerequisite:* NFM 321. (F)

NFM 335. Community Nutrition. 3(1,3). This course emphasizes nutritional care as a part of health promotion and maintenance. It examines the relationship of the community resource structure and dynamics to the individuals needs and ability to be well fed; communitys nutritional needs and programs; and the means of effecting change in nutritional knowledge and practice. Experiences in community nutrition programs are included. *Prerequisites:* NFM 210, NFM 311 and FCS 308. (S)

NFM 410. Medical Nutrition Therapy I. 3(3,0). This course examines the pathophysiology of organ systems and their function(s) in the development of disease conditions. Nutritional requirements in various diseases are studied and the impact of impaired systems on nutrient digestions, absorption and metabolism is determined. *Prerequisites:* B 207, B 208, C 308 and NFM 311.(F)

NFM 412. Medical Nutrition Therapy II. 2(2,0). This course is a continuation of the examination of the pathophysiology of organ systems and their function(s) in the development of disease conditions. Nutritional requirements in various diseases are studied and the impact of impaired systems on nutrient digestions, absorption and metabolism is determined. *Prerequisites:* B 207, B 208, C 203, C 308, NFM 311, and NFM 410. (S)

NFM 416. Clinical Applications in Nutrition and Dietetics. 3(0,9). This course provides a variety of clinical experiences in health care facilities which complement the didactic component of medical nutrition therapy. Students will be supervised by registered dietitians and other qualified practitioners. *Prerequisites:* C 308; B 305; NFM 311, NFM 410; or concurrent enrollment. (S)

NFM 418. Food Science. 3(1,3). This course consists of laboratory experiences, testing fundamental principles of food preparation and recent advances in foods; the evaluation of products and establishing standards of foods. The development of an independent research project is required. Senior standing or consent of instructor. *Prerequisites:* NFM 210, C 308, and B 305. (S)

NFM 424. Seminar in Food and Nutrition. 1(1,0). This course requires reports based on current research, recent articles and reviews which give perspectives in food and nutrition. *Prerequisites:* NFM 311, NFM 410, and C 208. Senior standing. (S)

DEPARTMENT OF HEALTH SCIENCES

HEALTH EDUCATION

HED 151. Personal and Community Health 2(2,0). This course is designed to acquaint the student with the essentials of effective living. It deals with personal health problems and corrective and protective services in the community. Surveys of community problems are made in order to integrate individual health problems with community services. (F,S)

HED 160. Concepts in Community Health Education 3(3,0). This course is designed to provide the student with a framework of knowledge of the concepts in health education and community health education. This course provides an overview of the organization, role and structure of community health agencies with specific emphasis in health education services. It also includes an examination of the roles and responsibilities of health education professionals. (S)

HED 204. Health for the Elementary School Child. 3(3,0). This course stresses experiences in food and nutrition, public health, first aid, home nursing and health as they relate to food conservation, housing and clothing, factors which are essential to effective living for elementary school children. Special emphasis is placed on a total program of healthful living for children in their homes, schools, and communities. (F, S)

HED 213. Contemporary Health Problems 2(2,0). In this course, the major emphasis is in drug education. The course includes consideration of types of drugs, legal use, means of abuse and, motivational factors related to drug use; and alternatives to drug use. There are discussions and class activities related to other major health problems of the U.S. society. Health career alternatives and the unique problems of each are surveyed. Clinical experiences are included. (S)

HED 214. First Aid and Safety. 3(3,0). This course is designed to provide the student with the knowledge and skills necessary to act as a "First Responder" to help sustain life and decrease the chance of further injury to a victim of an accident or sudden illness until more advanced medical help arrives. Such "First Responders" might include athletic trainers, lifeguards, safety personnel and others acting in similar capacities, as well as the trained citizen responder. This course also presents opportunities for students to receive American Red Cross certification in Adult CPR and First Aid. (F,S)

HED 250. African American Health Issues 3(3,0). This course is designed to provide students with an understanding and appreciation of the contributions to health and medicine by African American pioneers and to address major health issues and concerns. It will also generate an awareness of contributions by minority health professionals to the nation's health care. (F,S)

HED 302. Public and Environmental Health 3(3,0). This course is a study of community and national health problems, their scope, effects, and attempted solutions. Responsibilities and efforts of governmental and volunteer agencies in the area of sanitation and communicable diseases are covered, with emphasis on the application of health science principles for prevention and control. (S)

HED 304. Consumer Health. 2(2,0). This course emphasizes informed selection of health products and services. Superstitions, misconceptions, advertising and quackery are considered along with the roles of health protection and consumer rights agencies. Related careers are also discussed. (S)

HED 306. Administration and Supervision of School Health Programs 3(3,0). This course emphasizes organization and supervision of school health education. Healthful school living, health services and health instruction are studied, with emphasis on the principles, methods, materials, and resources for quality health education in elementary and secondary schools. (S)

HED 401. Mental Hygiene. 3(3,0). This course is designed to provide a framework for organizing the body of knowledge available into strategies for dealing with problems as they occur in daily life, daily pressures, and abnormal behavior. The understanding accruing from the course should enable the student to put into perspective his or her own behavior and also the

behavior of the others, normal and abnormal. Students should be able to apply the principles learned toward a better appreciation of themselves and others and thereby become more effective in dealing with the complexities of today's living. (S)

HED 408. Health Education Seminar. 2(1,2). This course emphasizes a review of the major concepts regarding community, national, world and gerontological health and aging. Health concepts will be discussed and students will participate in learning experiences that emphasize classroom and practicum experiences related to health and aging. *Prerequisite:* At least one 300-level health education courses or permission of the instructor. (S)

PHYSICAL EDUCATION

NOTE: Each of the courses labeled PE_ 150 is designed to promote health, knowledge, skill and an appreciation for leisure activities. The courses include current fitness and wellness concepts within the context of a specific physical activity (sports, games, rhythmics, aquatics, or conditioning).

PEA 150. Tennis. 2(1,2). This is a course designed for instruction and practice in the fundamental skills, regulations, playing strategies, and selection and care of equipment in tennis. (F, S)

PEB 150. Golf. 2(1,2). This is a course designed for instruction and practice in the fundamental skills of golf. Essential concepts of golf etiquette and rules are considered. (F, S)

PEC 150. Swimming. 2(1,2). This course is designed to develop basic swimming skills, safety awareness and knowledge of aquatic activities. Swimmers of sufficient ability are taught standard American Red Cross swimming skills. (F, S)

PED 150. Softball Badminton. 2(1,2). This is a course designed for instruction and practice in fundamental skills, rules, terminology and historical background of softball and badminton. (F, S)

PEE 150. Archery/Bowling. 2(1,2). This is a course designed for instruction and practice of skills, regulations, strategies and equipment care that are necessary to develop proficiency in these activities. (F, S)

PEF 150. Soccer/Basketball. 2(1,2). This is a course designed for instruction and practice in fundamental skills, strategies, terminology, and the origin and development of soccer and basketball. (F, S)

PEG 150. Football/Tumbling. 2(1,2). The purpose of this course is to teach the fundamental skills and strategy of football and tumbling. Students will learn basic formations and plays used in seven-and eleven-man football. They will also learn and practice basic techniques of stunts and tumbling, as well as considerations needed for safety while participating in these activities. (F, S)

PEH 150. Volleyball/Conditioning. 2(1,2). This course emphasizes fundamental skills, historical background, rules, strategies and the terminology of volleyball. It also includes playing experiences and physiological conditioning, along with related principles and theories. (F, S)

PEI 150. Dance. 2(1,2). This course stresses fundamental rhythmic skills in contemporary dance, ethnic dance, social dance and other dance forms. Some emphasis is placed on development of good posture, aesthetic values and creative expression. (F, S)

PEJ 150. Recreational Games/Conditioning. 2(1,2). This is a course designed for instruction and participation in group games of a recreational nature, along with experiences, principles and theories of physiological conditioning. (F, S)

PEK 150. Adapted Physical Education. 2(1,2). This course involves individualized instruction in selected physical activities modified for students with disabling conditions, and designed to develop physical fitness, skills, and interests for leisure-time pursuits. (F, S)

PEL 150. Handball/Racquetball. 2(1,2). This is course designed for instruction and practice in the fundamental skills, regulations, rules and terminology of handball and racquetball and development of skills for their carry-over value in these sports. (F, S)

PEM 160. Aerobics and Slimnastics. 2(1,2). This course presents a program of selected group and individually prescribed activities designed to promote organic fitness, proper body mechanics, and understanding of principles involved in cardiovascular fitness and weight control. Anthropometric and physiological measurements are taken at intervals throughout the course. (F, S)

PEN 150. Introduction to Weight Training. 2(1,2). This course is designed as an introduction to and practice in proper techniques and procedures in weight training, using isotonic, isometric and isokinetic exercise. (F, S)

PEO 150. Life Fitness Concepts. 2(1,2). This course provides for study of kinesiological, physiological, sociological and psychological aspects applied to development and maintenance of personal health-related fitness. Emphasis will be placed on regular participation in specific personalized physical fitness and wellness programs. (F,S)

PEP 150. Physical Activity-Dance. 2(1,2). For S.C. State University Dancers—All dance group members may register for one dance course per semester for which one semester credit hour is given. The course provides for study, rehearsal, and performances of dance works including modern, jazz, ballet, folk and ethnic dance. (F, S)

PEQ 150. Beginning Gymnastics 2(1,2). This is a course designed the development of gymnastic skills and techniques for working on men's or women's apparatus and floor exercise events. (F,S)

PER 150. Intermediate Tennis 2(1,2). This course offers instruction in advanced groundstrokes, the volleys, and supplementary shots. Emphasis is placed on singles and doubles strategy for common playing situations. *Prerequisite:* PEA 150 or permission of instructor. (F,S)

PES 150. Intermediate Golf. 2(1,2). This course is designed for students who have some fundamental knowledge of golf. The content includes instruction in club selection for hitting the various kinds of shots, care of equipment, rules, golf etiquette and tournament play. *Prerequisite:* PEB 150 or permission of instructor. (F, S)

PET 150. Intermediate Swimming. 2(1,2). This course offers instruction in a variety of swimming skills. Emphasis is on the mastery of a series of basic strokes for American Red Cross certification. *Prerequisite:* PEC 150 or passing of a swimming skills test. (F, S)

PEU 150. Individualized and Specialized Program of Weight Training. 2(1,2). Students will develop and implement personalized weight training programs for the development of muscular strength and endurance. *Prerequisite:* PEN 150 or permission of instructor. (F, S)

PEV 150. Advanced Dance. 2(1,2). This course addresses basic dance techniques; creation of dance to music, poetry, and instruments of percussion; theory of composition, pre-classic dance forms; and relationship of dance to painting, sculpture, music and drama. *Prerequisite:* PEI 150 or permission of instructor. (S)

PE 200. Physical Education for Teachers of Pre-School to Middle School Children. 3(3,0) .This course is designed for elementary education, early childhood, special education and physical education majors to develop pedagogical skills for teaching movement education, fundamental

motor skills, dance and rhythmic activities, educational games and lead-up games for individual and team sports. (F, S)

PE 202. Administration and Supervision of Health, Physical Education and Intramurals. 3(3,0). This course is designed to develop effective procedures concerning organization, administration and supervision in health and physical education and intramural programs. It includes the utilization, planning and care of equipment; the organization of pupils; the selection of activities; organization of leisure activities; legal aspects of physical activities; and time and spatial factors relating to planning activities. (F,S)

PE 203. Teaching of Team Sports. 1(0,2). This course emphasizes methods and techniques of teaching soccer, basketball, volleyball and softball. Students learn and participate in analysis of skill progression, drills, unit planning and in-class teaching experiences. (F)

PE 204. Teaching of Individual Sports. 1(0,2). This course emphasizes methods and techniques of teaching tennis, badminton, golf, and track and field. Students learn and participate in analysis of skill progression, drills, unit planning and in-class teaching experiences. (S)

PE 205. Rhythmic and Folk Dance. 1(0,2). This course provides an understanding of rhythmic fundamentals, time, dynamics, quality, and form. It includes an introduction to dances gathered from a variety of cultural sources, stressing an appreciation of other nations and their culture through acquaintance with their customs and music. (F,S)

PE 208. Swimming. 1(0,2). This course is designed to provide students with fundamentals of swimming and swimming instruction at the intermediate, swimmer, and advanced swimmer levels. Opportunities to earn American Red Cross Certificates are available. Prerequisite: PEC 150 or equivalent swimming ability. (F,S)

PE 210. History and Principles of Physical Education. 3(3,0). This is a course in the historical and philosophical foundations of health and physical education. Study of the history of the disciplines related to physical education are followed by a thorough treatment of human organic development. Skill, interpretive and emotional development are particularly addressed. (S)

PE 300. Exercise Science Laboratory. 1(0,2). This course is designed to reinforce textbook concepts with hands-on experience via field and laboratory experiments. Each laboratory experience will illustrate an important principle of exercise physiology or other exercise sciences. (F,S)

PE 301. Physiology of Exercise. 3(3,0). This course is a study of the physiological changes brought about by moderate to strenuous muscular exertion. Emphasis is placed on analyzing stressful situations and the applicability of the results to training for specific physical activities. *Prerequisite:* B 209. (F,S)

PE 303. Evaluation and Measurement in Health and Physical Education 3(3,0). This course includes analysis of elementary statistical procedures, evaluation, interpretation and use of tests, testing, and other measurement techniques as they relate to health, physical education, and physical activity settings. (F)

PE 304. Recreation and Outdoor Education. 3(3,0). This course provides leadership training in the fields of recreation and outdoor education. Objectives, methods, organization, finance, and personnel are emphasized. Experiences in camping and other outdoor recreational pursuits are included. (S)

PE 308. Psychosocial Aspects of Motor Performance. 3(3,0). This course provides for study of the psychological and developmental bases for learning and performance in the psychomotor domain. The course explores various motor learning theories and the application of related theories to coaching and performances. The role of sport in contemporary American society is also explored. (F)

PE 309. Gymnastics and Tumbling. 1(0,2). This course provides practical experiences in the development of tumbling and gymnastic skills with special emphasis given to teaching methods, techniques, and safety procedures. (F, S)

PE 310. Introduction into Physical Activity and Leisure Management. 3(3,0). This course introduces concepts in the field of leisure services. Students examine the significance and impact of leisure on lifestyle, as well as the history, philosophy, and scope of the leisure industry. (F)

PE 312. Research and Technology Applications in Physical Education and Leisure Services. 3(2,2). This course allows students to develop and apply computer skills in the areas of physical education and leisure services. Students are exposed to several computer application programs and utilize these programs to conduct research and analyze data. This course also emphasizes the utilization of technology in the physical activity and leisure service professions. (F)

PE 314. Professional Issues in Physical Activity Management, Sport, and Leisure Services. 3(3,0). This focus of this course is on various professional concerns related to the leisure services industry. Emphasis is placed on professional preparation, development, and membership opportunities, ethical principles, and the application of leisure research concepts in practical settings. (S)

PE 319. Adapted Physical Education and Leisure Activities for the Exceptional Child. 3(3,0). This course prepares teachers to instruct, organize and develop physical activity programs for children who have disabilities. Emphasis is placed on learning how to modify movement mechanics, equipment and leisure activities to meet individual needs. (F)

PE 322. Kinesiology. 3(3,0). This course is a study of the principles of human motion. It stresses anatomical and mechanical analysis of muscle and joint actions in the production of forces applicable to the teaching of physical education activities and other common physical activities. *Prerequisite:* B 209. (F, S)

PE 400. Sport Marketing. 3(3,0). This course is designed to examine professional and recreational sport utilizing the basic concepts of marketing. Students not only explore marketing strategies, research and planning, but also study advertising, publicity, and promotions as they relate specifically to sport organizations. (S)

PE 407. Physical Education Seminar. 2(1,2) This course is a comprehensive review of knowledge, problems and professional obligations in the teaching of health and physical education. It includes an evaluation of the processes and products of physical education by means of discussion, assignments and standardized testing. (F)

FE 409. Water Safety Instruction. 1(0,2). This is an elective course for students who have advanced swimming skills. This course offers fundamental knowledge of water safety, survival and rescue techniques used in lifesaving experiences. Students develop performance ability in aquatic instruction, water rescue, and first aid. An American Red Cross Certificate is given on successful completion of the course. *Prerequisite:* Swimmers Certificate or Swimming Competency Test. (F, S)

PE 410. Coaching and Officiating. 1(2,0). This course is designed to acquaint the student with theoretical and practical principles, methods, and mechanics of coaching and officiating athletic activities. Major team sports and selected individual sports are emphasized. (F)

PE 413. Legal Issues in Sport. 3(3,0) The primary purpose of this course is to introduce students to the laws and legal foundations of the sport

and leisure industry. This course examines the legal aspects of teaching, coaching, and administering fitness, physical education, recreation, and sport programs. (S)

PE 415. Physical Activity Management Practicum 3. The purpose of the practicum in physical activity and leisure management is to provide students with an opportunity to apply the knowledge and skills that they have acquired through course work in a practical setting. The practicum is a three-credit-hour course, in which students must satisfactorily complete a minimum of 52 hours of experiences in a physical activity environment. (F,S)

PE 420. Practicum in Sport Communication 3. The purpose of the practicum in sport communication is to provide students with an opportunity in a practical setting to apply the knowledge and skills that they have acquired through course work. The practicum is a three credit-hour course, in which students must satisfactorily complete a minimum of 52 hours of experiences in a sport communication environment. (F,S)

MILITARY SCIENCE

BASIC COURSES

(Note: All basic MS courses include Leadership Laboratory training which offers practical experience in customs and courtesies, wearing of the uniform, drill and ceremonies, weapons training, compass course, radio procedures, and chemical warfare operations. Special events such as Awards Day, Black History Program, Campus March, and Organization Day occur throughout the school year.)

MS 101. Introduction to ROTC. 2(2, 1.5). An introduction to the Army, Army Reserve. Opportunities for ROTC students and gradu-ates. Customs and traditions of the service. Includes training in basic drill and ceremony. Leadership Laboratory training offers practical experience in customs and courtesies, weapons training, and wear of the uniform. Special events include: ROTC/Youth Day, Fun Activities (MS I/IIs, Ranger Challenge Team Competition, Spring Awards Ceremony, Veterans Day Ceremony, and Dining Out.

MS102. Introduction to Leadership. 2(2, 1.5). A further exami-nation of map reading and land navigation skills as introduced in MS 101. Topics covered include terrain features, 6 and 8 digit grid coordi-nates, measuring straight line and road distance, intersection, resec-tion. Leadership skills such as oral presentations, developing fitness programs, and leadership assessment also are covered. Leadership Laboratory training offers practical experience in customs and courte-sies, weapons training, and proper wear and appearance of the uni-form. Special events such as a Spring Awards Ceremony, ROTC Organization Day, and a Black History Program will be highlighted throughout the semester.

MS 201. Soldier Team Development. 2(2, 1.5). Learn/apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentation, writing concisely, planning of events, coordina-tion of group efforts, advance first aid, land navigation and basic mil-itary tactics. Learn the fundamentals of the ROTCs Leadership Assessment Program (LAP). Leadership Laboratory training offers practical experience in classroom subjects as well as customs and courtesies, weapons training and wear of the uniform. Special events include: ROTC/Youth Day, Fun Activities (MS I/IIs), Ranger Challenge Team Competition, Spring Awards Ceremony, Veterans Day Ceremony, and Dining Out.

MS 202. Individual/Team Military Tactics. 2(2, 1.5). A further examination of map reading and basic leadership skills. Introduction to individual and team aspects of military tactics in small unit opera-tions. Includes use of radio communications, making safety assess-ments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper divi-sion ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab, plus optional participation in PT for non-scholarship cadets. Participation in tactical training is optional for non-scholar-ship cadets, but highly encouraged. Special events include: Spring Awards Ceremony, ROTC/Youth Day, Black History Program, and the Military Ball.

ADVANCED COURSES

(Note: Both MS courses include Leadership Laboratory training on Thursday, physical training three times a week, and flag detail. During Leadership Lab all students, who successfully complet-ed Advanced Camp, are assigned positions as officers and conduct training in drill and ceremony and selected military skills.)

MS 321. Leading Small Organizations. 3(3, 3.5). MS 321 teach-es MS III cadets the essential leadership basics of the US Army Infantry Squad. It focuses on the leaders role in organizing, directing and coordinating the efforts of individuals and equipment within squad size units for the execution of offensive and defensive tactical missions. MS 321 basics; focuses on Physical Fitness, Rifle Marksmanship, Land Navigation, Oral and Written Communications, and Leadership Development and Assessment. Students leadership attributes are developed by participation in physical fitness training, leadership laboratory and tactical training. Immediate feedback keeps the student focused. The successful completion of these military skills is a prerequisite for continuation to MS 322 and the ROTC Advanced Camp. Cadets are required to participate in all ROTC events/activities.

MS 322. Leading Platoon-Level Organizations. (3) (3,3.5). Continues the methodology of MS 321. The command and control and leadership development processes enables cadets to be in charge of 35-40 personnel. Primary focus is preparation for attendance at Advanced Camp, Fort Lewis, Washington. Analyze tasks; prepare written and oral guidance for platoon and squad/team members to accomplish. Delegate tasks and supervise execution. Cadets are eval-uated on how they perform in stressful situations, then counseled/mentored. Introduction to ethics and ethical decision-mak-ing. Course requirements: Weekly Leadership Laboratory, Physical Fitness Program, Tactical Training Exercises, Rifle Marksmanship Training, land Navigation, Oral Presentations and ROTC Events/Activities.

MS 421. Leadership Challenges and Goal-setting. (3) (3,3.5). Student Officers plan, conduct, and evaluate activities of the Bulldog ROTC Cadet Battalion. Articulate goals and put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army Policies and programs in this effort. Implement the chain of command, and develop Officer-NCO relationships. Emphasized throughout the course are effective oral and written communication skills. Required participation includes: a three hour class, a weekly leadership lab, a monthly tactical field training exercise, and three (weekly) one-hour sessions for physical fitness.

MS 422. Transition to Lieutenant. (3) (3,2.5). Continues the methodology from MS 421. Student Officers identify and resolve ethi-cal dilemmas. Refine counseling and motivating techniques. Continued emphasis on effective oral and written communication/skills. Examine aspects of military tradition and law. Continued leadership development through coaching and mentoring. Final preparation for a future as a successful Army Officer. Required participation includes a three-hour class, a weekly leadership lab, all tactical training exercises, and three (weekly) one-hour sessions for physical fitness.

NURSING

NURS 101. Professional Nursing Development (1) (1,0). This course is designed to prepare students for higher level thinking that derives from

establishing internally controlled rather than externally controlled behavior. Assessments will be conducted to determine reading readiness at 12th grade level, level of hope, presence of depressed thinking/attitudes, learning styles, self-concept and interdependent functioning. A pre-nursing assessment will aid in making determination about overall readiness for the nursing program. A seminar teaching modality will be used. Consent of Instructor with DirectorApproval is required. *Prerequisites***:** None. *For Nursing students only*. (F, S, SU)

NURS 201. Fundamentals I. (3) (2,4). This course introduces the student to concepts, theories and clinical skills fundamental to the practice of nursing. Students will utilize the nursing process in providing nursing care to clients with chronic or acute health problems. The course includes 2 hours of lecture and 3 hours of clinical laboratory practicum to provide opportunity to learn and practice basic psychomotor and psychosocial skills with clients in both a simulated laboratory and hospital setting. *Prerequisites:* Admission to the Program of Nursing-Nursing 101, concurrent with Nursing 210, Sophomore standing in nursing, or consent of instructor with Director approval. (F)

NURS 210. Intro. to Nursing. (2) (2,0). An introduction to the nursing major with an orientation to the professional nursing concepts of man, health, environment, and nursing. The course includes communication, wellness, health promotion, health care teams, and personal and environmental influences on health. Nursing theories, educational preparation, health care and economics issues will be introduced. *Prerequisites:* Admission to the Program of Nursing. (F)

NURS 211. Fundamentals II. (3) (2,4). This course is a continuation of Fundamentals I. Students have the opportunity to perform basic psychosocial and psychomotor skills at a high level of proficiency. They will be introduced to more complex psychomotor skills with clients in both the client simulated laboratory and clinical setting. **Prerequisites:** Nursing 101, 210, or consent of instructor with Director approval. (S)

NURS 220. Pharmacology. (2). An introduction to drug therapy in health care. The course overviews broad drug categories, identifies legal standards for drug administration and management, and differentiates therapeutic and untoward effects of drugs. Information resources for nursing implications inherent in drug administration are covered. Course serves as a guide to the study of pharmacotherapeutics in subsequent nursing courses. *Prerequisites:* Admission to the Program of Nursing, Nursing 101, Sophomore standing in nursing, may take concurrent with Nurs 240 or consent of instructor with Director approval. (S)

NURS 240. Health Assessment. (2) (1,4). This course provides students with an introduction to the skills required to conduct a complete health assessment. The course gives the student an opportunity to develop and practice assessment skills on individuals within a structured setting. Students use assessment findings within the framework of the nursing process to identify nursing diagnoses. *Prerequisites:* Admission to the Program of Nursing, Nursing 101, Sophomore standing in nursing or consent of instructor with Director approval. (S)

NURS 301. Professional Transition in Nursing. (5) (3,8). This is an introductory and bridge course for nurses making the transition from RN to BSN. In this course the student will explore professional concepts, skills, techniques, and strategies that influence self-awareness, critical thinking, motivation, cultural competence, and self-care behaviors. The study of contemporary nursing issues focuses on development of professionalism and the historical influences on nursing practice, education, and research. Other topics include managed care and related nursing theories to the nursing process and current nursing practice. *Prerequisites:* Thirty-three (33) credit hours of General Education, twenty-six (26) hours of Professionally Related Sciences and thirty (30) hours of basic nursing courses granted by RN licensure, and full acceptance into the nursing program. (F,S)*

NURS 351. Adult Health Problems I. (5) (3,8). This course focuses on selected pathophysiological problems of adult clients. The adaptive and maladaptive responses of clients to internal and external environmental systems will be presented. A clinical laboratory practicum will be in the acute care setting. Using the nursing process, students will interact with patients experiencing interferences in their dynamic patterns of functioning which result from illness or disease. *Prerequisites:* Nurs 201, 211, 220 and 240, Junior standing in nursing or consent of instructor *if transfer student* with Director approval. (F)

NURS 360. Nursing Research. (3) (3,0). This course is designed to introduce the student to the principles and process of nursing research. The course examines the development of nursing research and ethical issues in nursing research. The principle goal of the course is evaluation of existing research and application to nursing. *Prerequisites:* Admission to the Program of Nursing, Nurs I 01, consent of instructor with Director approval. (S)

NURS 361. Childbearing Family. (5) (3,8). Health care specific to the mother (antepartum, intrapartum, and post partum), father, neonate, and the family is explored through the use of the nursing process in this course. Health teaching and health promotion will be emphasized for clients experiencing the effects of normal childbirth, maternal and neonatal health problems, and family growth. Opportunity is provided to apply the nursing process with normal and high risk clients. *Prerequisites:* Nurs 201, 211**,** 220, 240, and 351; May take concurrent with Nurs 371, Junior standing in nursing or consent of instructor with Director approval. (S)

NURS 371. Adult Health Problems II. (5) (3,8). This course is a continuation of the pathophysiological problems of adult clients. Using the nursing process, students will expand their knowledge and skills to perform at a higher level of competency. In this course, level three objectives are met through a continued emphasis of all that was expected in Adult Health Problems I but at a higher level. Emphasis is placed on TEACHING/ LEARNING experiences in this course since they will be faced with more complex conditions that are likely to affect future lifestyle behaviors. The NURSING PROCESS includes both individuals and families in the course. Expectations in regards to COMMUNICATION, RESEARCH, TEACHING/LEARNING, PROFESSIONAL ACCOUNTABILITY/RESPONSIBILITY and MANAGEMENT of clients are continued as for Adult Health Problems I, but at a higher level. *Prerequisites:* Nurs 201, 211, 220, 240, and 351; May take concurrent with Nurs 361, Junior standing in nursing or consent of instructor with Director approval. (S)

NURS 401. Psychosocial Nursing. (5) (3,8). This course emphasizes utilization of healthy communications fundamental to achieving and maintaining interpersonal contact. Students will be acquainted with the adaptive/maladaptive continuum of functions. Students will be involved with one or more clients experiencing maladaptive interpersonal functions and will be partially concerned with intrapersonal, interpersonal safety and comfort as they relate to dependent, independent and interdependent functions. Students are expected to participate in the nursing process by selecting one client for particular focus. *Prerequisites:* **All** prior level nursing courses successfully completed, May take concurrent with Nurs 421, Senior standing in nursing. (F)

NURS 420. Professional Issues. (1) (1,0). The study of the development of nursing as a profession including current issues and trends in the theory and practice of professional nursing. Topics include evolving roles, economic and ethical issues, and legal and political aspects of nursing practice in contemporary society. The course focuses on the challenges and opportunities for practice as well as responsibilities and accountability of the professional nurse. *Prerequisites:* Admission to the Program of Nursing, Nurs 101, consent of instructor with Director approval. (F)

NURS 421. Nursing of Infants, Children and Adolescents. (5)(3,8). This course will emphasize the use of the nursing process for the applica-

tion of nursing interventions for problematic and/or pathologic responses to stressors in infants, children and adolescence. Health teaching and health promotion will be emphasized with clients and their families. Level four objectives are met in this course through the application of the NURSING PROCESS at a high level. Students are expected to COMMUNICATE therapeutically with children at various stages and with their parents, having already completed courses that stress these skills. The student will identify several clinical RESEARCH articles and apply the information learned to their clinical practice and in writing. PROFESSIONAL ACCOUNTABILITY is demonstrated by students when allowed the opportunity of patient selection based on their identification of additional clinical knowledge. The TEACHING/LEARNING concept is manifested by students as they apply appropriate teaching strategies for various developmental stages**.** *Prerequisites:* **All** prior level nursing courses successfully completed, May take concurrent with Nurs 401, Senior standing in nursing. (S)*

NURS 431. Community Health. (5) (3,8) This course focuses on the study of the components of Community Health Nursing with use of the nursing process to promote and maintain the health of the individual and family in the community setting. This course includes epidemiological content, motivational theory, and exploration of community resources. Three hours of theory and eight clinical laboratory hours per week in a community health agency are required. *Prerequisites:* **All** prior level nursing courses successfully completed, May take concurrent with Nurs 451 and *481, Senior standing in nursing. Students may take NURS 471 (SCRIPT) as substitution for 431 with **prior** consent of Program Director. (S)

NURS 451. Leadership and Management in Professional Nursing. (4) (2,8). In this course, the student will apply principles of leadership and management to health situations. Interpersonal relations and communication techniques, theories in business administration, organizational behavior, economics, conflict resolutions and group dynamics will be included. *Prerequisites:* **All** prior level nursing courses successfully completed, May take concurrent with Nurs 431 and *481, Senior standing in nursing (S)

NURS 471. Managed Care in the Community. 5(3,8). This course focuses on the study of the components of Community Health Nursing with use of the process to promote and maintain the health of the individual, family and the community as a client system. Nursing interventions for clients across the life span in the community setting will be studied and explored. Management of individuals, families and populations will be emphasized for the RN-BSN. The course will also include epidemiological content, motivation theory, and exploration of community health care and the client as a decision maker. Three hours of theory and six clinical laboratory hours per week are required in an agency organized to meet health needs in the community. *Prerequisites:* Completion of Junior level in nursing and **prior** consent of Program Director. (SU)

NURS 481. Independent Study: Health in Diverse Cultures. 1(1,0). This course promotes awareness of the dimensions and complexities involved in caring for people from culturally diverse backgrounds. Using the nursing process, students will analyze how cultural heritage can affect delivery and acceptance of health care. This course will assist the RN student to become more culturally sensitive and competent in the delivery of health care. The course is primarily clinical in nature with a seminar component that deals with diversity. *Prerequisites:* *RN-BSN students only- Independent Study- successful completion of all junior level nursing courses or the consent of instructor with Director approval. *(F, S, SU)**

*** RN-BSN students only.**

SPEECH PATHOLOGY AND AUDIOLOGY

SPA 105. Survey of Speech Pathology. 3(3,1). Overview of the speech and hearing professions. Emphasis is on professional competencies, different work situations, professional organizations, and an orientation to the training program. ( )

SPA 203. Pre-Clinical Experiences I. 1(1,2).. Activities designed to prepare the student to engage in supervised clinical practicum. It involves the completion of training modules which introduce the stu-dent to clinical report writing and the diagnosis of communicative dis-orders. Speech, language, and hearing screening are also emphasized. Students will obtain a minimum of five (5) observation clock hours. *For SPA majors only.* (F)

SPA 204. **Pre-Clinical Experiences II. 1(2,1)**. Instruction and experience in behavior modification procedures, charting and record-ing client behaviors, modifying client behaviors and preparing mate-rials for the management of communicative disorders. Students must complete a minimum often (10) observation hours of clinical sessions. *For SPA majors only.* (S)

SPA 209. Introduction to Communication Disorders. 2(2,10). Introduction to the professions of speech-language pathology and audiology. It studies the classification and etiology of communication disorders, an introduction to diagnostic and therapeutic procedures, and a minimum of ten (10) observation hours of clinical sessions. (F)

SPA 211. Anatomy and Physiology of Speech and Hearing. 3(3,1). Study of the structure, function and control of the human mechanism by which speech sounds are produced and received. *Prerequisite:* Sophomore standing. (S)

SPA 214. Introduction to Phonetics. 3(3,1). Introduction to the study of English phonemes and the laws that govern their patterning. Emphasis is on the acoustic and physiologic features of English phonemes. Speech transcription skills are developed through practice with the International Phonetic Alphabet. (F)

SPA 220. Language Development. 3(3,1). Course reviews the various aspects of language development and provides a foundation in topics such as linguistic reception, integration, and expression of sym-bolic information; nature and effects of sociocultural factors; and behavior of linguistic symbolism. Basic norms and descriptive proce-dures for language development as a basis for diagnosis. Primary focus is the study of normal language acquisition, processes, and relat-ed linguistic theory. *Prerequisite:* Sophomore standing. (S)

SPA 300. Voice and Diction. 3(3,1). This self-improvement course is designed to develop vocal, linguistic and articulatory competence. It is appropriate for persons who want to improve their articulation, dic-tion, or dialectal variations. Emphasis is on the demonstration of effective communication through concentrated practice. (F)

SPA 305. Principles of Speech Correction. 3(3,1). Characteristics of speech, language, and hearing problems in a school population. Roles of the classroom teacher in the detection, preven-tion, and management of communication disorders. Emphasis is on procedures that can be used in classroom situations. ( )

SPA 310. Psychology of Human Communication. 3(3,0). Course presents the basic psychological principles involved in speech development and the application of those principles to the commu-nicative process. *Prerequisite:* Sophomore standing.

SPA 316. Speech and Hearing Science. 3(3,1). Introduction to the scientific study of speech production and speech perception. Course covers the acoustic characteristics of speech signals and pro-vides a review of spectrographic voice analyses. ( )

SPA 320. Language Disorders in Children. 3(3,1). Study of the communication problems associated with the impairment of language function in children. Diagnostic assessment of language disorders is required. Emphasis is placed on clinical management. Students will obtain a minimum of five (5) observation clock hours. *Prerequisites:* SPA 209 and 220. (F)

SPA 330. Speech Problems: Articulation. 3(3,1). This is a study of the disorders of speech-sound production in children and adults. Methods of diagnosis and treatment are emphasized. Students must obtain a minimum of five (5) observations hours. *Prerequisites:* SPA 209 and 214. (F)

SPA 340. Speech Problems: Stuttering. 3(3,1). Study of current management approaches in the treatment of stuttering disorders in children and adults. Emphasis is on diagnosis and management; prac-tical application of theoretical information is stressed. A minimum of five (5) observation hours must be obtained. *Prerequisite:* SPA 209. (S)

SPA 350. Speech Problems: Voice Disorders. 3(3,1). Detailed study of the nature of voice disorders. Evaluation procedures and intervention strategies are stressed. Students will obtain a minimum of five (5) observations clock hours. *Prerequisites:* SPA 209 and 211. (S)

SPA 360. Introduction to Audiology. **3(3,1).** Introduction to the discipline of audiology and hearing disorders. Course of study will include physics of sound, theories of hearing, causes of hearing impairment, and basic pure tone audiometric procedures. Students will obtain a minimum of five (5) observation clock hours. *Prerequisites:* SPA 209 and 211. (S)

SPA 390. Clinical Procedures in Speech Pathology. 3(3,1). Introduction to the assessment procedures appropriate for persons with communicative disorders. *Prerequisites:* SPA 209, 320 and 330. ( )

SPA 391. Supervised Clinical Practicum I. 1(1,2). Course pro-vides junior-level students with supervised clinical experiences in the administration and interpretation of selected tests, the selection and implementation of management strategies, and the observation of clinical policies in treating clients with communicative disorders. *Prerequisites:* SPA 203 and 204. (F)

SPA 392. Supervised Clinical Practicum II. 1(0,2).
Continuation of supervised clinical practicum for junior-level student clinicians. *Prerequisites:* SPA 391. (S)

SPA 401. Delivery of Speech, Language, and Hearing Services in Diverse Settings. 3(3,0). Guidelines for the potential speech-language pathologist in the understanding of public laws, professional issues, credentialing, ethics, and multicultural issues that undergird the delivery of assessment and management services in medical, quasi-medical, and non-medical settings. (S).

SPA 460. Speech Reading and Auditory Training. 3(3,1). Study of the use of speech reading, auditory training and amplification in developing and improving the communication skills of the hearing handicapped. Observation and supervised practicum are required. *Prerequisites:* SPA 209, 220, 320, and 360. (F)

SPA 461. Audiometry. 3(3,1). Theory and practical experiences in audiometric procedures for children and adults. Course covers pure tone and speech audiometry, impedance audiometry, public school hearing identification programs, and an introduction to advanced audiometric test procedures. *Prerequisites:* SPA 209, 211, 360. (S)

SPA 462. Psychology of the Hearing Impaired. 3(3,0). Review of the development, adjustment, and educational needs of the hearing impaired. Emphasis is on the intellectual and psychological develop-ment, emotional adjustment, and associated problems of the severe to profoundly hearing impaired. *Prerequisites:* SPA 209, 360, and 461.

SPA 470. Neurogenic Disorders. 3(3,1). Survey of the speech and language problems of neurologically impaired children and adults. Emphasis will be placed on traumatic brain injured population.
Prerequisites: SPA 209, 211, 220, and 320. (F)

SPA 480. Speech and Hearing Therapy in the Schools. 3(3,0). Study of the organization and management of clinical speech-lan-guage programs in the schools. Materials and methods for program operation are explored. Federal and state laws and regulations are reviewed in terms of their impact on case selection, client manage-ment and due process. Emphasis is on screening, placement, and man-agement of speech-language impaired pupils in the schools. *Prerequisites:* SPA 203, 204, 209, 211, 214, 320, 330, 360, and 391. (F,S)

SPA 490. Diagnostic Procedures in Speech Pathology and Audiology. 3(3,1). This course provides supervised clinical experiences in the assessment of speech, language and hearing disorders. It teaches the diagnostic process and procedures necessary in determining the presence of a speech and/or language disorder. Interpretation of test results, report writing, and appropriate follow-up activities will also be emphasized. Laboratory hours are required. *Prerequisites:* SPA 203, 204, 209, 211, 114, 320, 330, 340, 360, 390 and 391. (X,S)

SPA 491. Supervised Clinical Practicum III 1(0,2). Supervised clinical practicum for intermediate-level and advanced level student clinicians. *Prerequisites:* SPA 391 and 392. (F,S,Su)

SPA 492. Supervised Clinical Practicum IV. 1(0,2). Supervised clinical practicum for intermediate-level and advanced level student clinicians. *Prerequisites:* SPA 391 and 392. (F,S,Su)

SPA 493. Seminar in Speech Pathology. 3(3,0). Seminar is concerned with new research, diagnostic techniques, management proce-dures, and current trends in speech-language pathology and audiolo-gy. *By permission. Prerequisites:* SPA 209, 220, 320, 330, and 360. (F,S)

SPA 495. Introduction to Manual Communication. 3(3,0). Course covers the manual alphabet used in finger spelling and the language of signs. Emphasis is on expressive as well as receptive skills. (F)

SPA 496. Intermediate Manual Communication. 3(3,0). Continuing study of the language of signs. Emphasis is on the devel-opment of expressive and receptive skills. *Prerequisite*. SPA 495 or permission of the instructor. (S)

SPA 499. Clinical Research Seminar. 3(3,1). The purpose of this course is to introduce students to single-subject and group clinical research designs. In addition to learning how to apply research methodology to intervention, students will engage in cooperative learning to design, conduct, and report clinical research. (S).

SPAE 402 - Speech Education 430. Professional Clinical Experiences in Speech Pathology. 12 ( ). Student teaching in speech-language pathology in off-campus settings (clinics and school situations) under the supervision of experienced speech clinicians.

Twelve weeks of supervised practicum in the public schools are required for state certification. *Prerequisites:* SPA 203, 204, 209, 211, 214, 220, 320, 330, 340, 360, 391, 392, 470, 480, and 50 clock hours of supervised pre-professional clinical experiences (15 hours of assess-ment and 35 hours of management). (F,S)

COLLEGE OF EDUCATION, HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF EDUCATION

ADULT EDUCATION

AED 320. Interviewing and Counseling the Disadvantaged Adult. 3(3,0). This course is designed to present techniques, procedures, and instruments for providing occupational, educational, and social counseling for the disadvantaged adult. The content includes techniques of (a) unit teaching in occupational areas; (b) orientation or life-adjustment areas; (c) placement and follow-up activities; (d) classification and description of jobs and industries; and (e) current issues, problems and trends in education, society, and the world of work. (F, S)

AED 360. Teaching Strategies for Adult Basic Education. 3(3,0). This course is designed to provide a sound background from research data about the principles, methodology, and instructional competencies, which underlie the areas, referred to as adult education. These areas include (a) teaching the basic skills to adults; (b) teaching adults to develop new insights, attitudes, skills; (c) teaching adults to help themselves develop positive attitudes toward and acceptance of aging, illness, and death; and (d) teaching adult citizens skills of thinking and learning, group and intergroup dynamics, functional democracy, and the human geography. (F, S)

CURRICULUM AND INSTRUCTION

CI 338. Curriculum in the Middle School. 3(3,0). Curriculum in the Middle School is a study of grouping patterns, goals, and materials of instruction unique to the needs of the child in the fifth, sixth, seventh, and eighth grades. The teacher education student win be involved in short- and long-range planning, the development of skills in classroom management, interpersonal relationships, appraisal and diagnostic techniques for prescription writing, and measurement and evaluation of the individual program. (F, S)

CI 339. Instructional Methods for the Middle School. 3(3,0). Theories of learning dealing with the mental, social, and moral, emotional, and physical development of the middle school child are implemented through instructional techniques and procedures. Emphasis is placed upon the appropriateness of model individual, small group, or large group- for the objective and the learning style of the individual. The teacher education student demonstrates his competencies with students in the fifth, sixth, seventh, or eighth grades during field experience.

EARLY CHILDHOOD EDUCATION

ECE 200. Introduction to Early Childhood. 1(1,1). This seminar will introduce the students to the discipline of early childhood education. Through a variety of activities planned in the laboratory schools and in community settings, students will acquire an understanding of the profession. Emphasis will be placed on career opportunities and involvement in professional organizations. Ten hours of pre clinical experiences are required in an appropriate school and/or agency setting. (F, S)

ECE 310. Assessing and Interpreting Child Behavior. 3(3,0). This course focuses on the techniques and strategies that are needed to assess the behavior, instructional needs, and capabilities of young children. Emphasis is placed on methods for recording and documenting individual and group behavior in a variety of settings. Laboratory experiences will be included to allow students to make practical use of the strategies discussed. Prerequisites: ECE 200; CD 200 and/or EPSY 250. (F,S)

ECE 313. The Child and the Curriculum. 3(3,0). This course introduces the fundamental concepts of child development as it relates to the basic theories and principles underlying early childhood curriculum planning and teaching. A primary objective of this course is to explore a variety of curriculum alternatives appropriate for this level, which will meet the needs of children from diverse backgrounds. Pre-clinical experiences are required (twenty to forty hours).

ECE 314. Teaching Strategies in Early Childhood Education. 3(3,2). This course focuses upon direct nursery school participation. It is a study of the developmental problems of the pre-school child. Students learn methods and techniques of working with children; the selection of appropriate toys, games and music for the child from three to five years. Pre-clinical experiences are required (twenty to forty hours).

ECE 317. Language Development for the Young Child. 3(3,0). This course considers the role of language in the young child's life (infancy to nine years). A thorough study is made of the major areas of speaking, listening, reading and writing of children. Developmental theory for the Language Arts and the ways in which various approaches may affect the child's mastery are studied. Current research, educational practices and materials are explored. Laboratory experiences are included. (F,S)

ECE 350, Early Childhood Seminar. 1(1,0). This seminar is designed to assess the Early Childhood majors comprehension and mastery of the subject content area. A series of tests based on the SOCKET Model and other programs will be used to assess content specific pedagogy. (F,S)

ECE 400. Senior Seminar. 2(2,0). In this course, advanced undergraduate students engage in study of special issues, trends and current problems affecting the field of early childhood education. This is a culminating course to fully prepare students for professional and postgraduate teacher education goals. *Prerequisites:* All Early Childhood Education major courses.

ELEMENTARY EDUCATION

ED 105. Paraprofessional Clinical Experiences and Medial 3(3,0). This laboratory course is an individualized, modularized program of clinical and instructional media experiences designed to provide the prospective teacher with the competencies in the performance of activities required of the classroom paraprofessional. The student should normally complete this sequence during the freshman year. Field experiences are required. (S)

ED 112. Human Relation Component I. 2(2,0). This competency-based component is designed primarily to provide pre-service teachers with a human relations model that is reality oriented to future teaching situations. Communication exercises enable pre-service teachers to gain a better grasp of the complexities of the communication process as it occurs in the school setting. Group discussions facilitate feedback from participants' peers and promote an understanding of the group process as it might be achieved in the classroom. (F)

ED 113. Human Relations Component I 2(2,0). This is a competency-based component based on interpersonal skill activities, which expand the role of flexibility, and offers an opportunity to test and to practice new behaviors essential to successful living. Professional problem solving introduces the kinds of realistic demands placed on persons in their professional or social roles. Clusters are mixed in balanced proportions to offer individuals an added dimension with which to meet the ever-increasing demand for flexible, dynamic personality development in varied settings. (S)

ED 150. Education Seminar. 1(1,0). Emphasis is on mastery of reading, writing and mathematics concepts as related to the PRAXIS I examination. The PRAXIS Laboratory Assessment must be completed. (F,S)

ED 199 (Formerly ED 204). Introduction to Education. 2(2,10). This initial introductory course is designed to provide prospective teacher education majors with an overall view (K-12) of public education programs and supportive agencies. Structure, organization, administration, and

management of public schools as well as the opportunity to test one's potential as a teacher are the major focus. Pre-clinical observation and participation are provided in a variety of settings, including programs for exceptional children. Sophomore Thesis is an integral component of this course. Twenty of pre-clinical experiences are required in an appropriate school and/or agency setting. (F, S)

ED 201. You and the Task of Teaching. 3(3,0). This competency-based component course is designed to introduce each prospective teacher to the profession and to allow him to test himself as a potential teacher. Through individualized laboratory experiences and seminars, the student develops a cognitive and experiential basis for selecting teaching as a vocation. Learning is facilitated through exploration of issues, problems, frustrations and regards of the profession. (S)

ED 300. The Elementary School Curriculum. 3(3,0). The purpose of this course is to familiarize prospective kindergarten and elementary school teachers with the philosophy undergirding the objectives of this important area of the school program. An evaluation is also made of such educational practices as using materials, equipment, scheduling and planning, grouping and recording data that are appropriate for this school level. Students will have the opportunity to observe pupils at work in a school setting. Pre-clinical experiences are required (twenty to thirty hours). (F, S)

ED 308. Seminar I: Generic Teaching Methods. 3(3,2). This methods course is designed to familiarize all teacher education majors (K-12) with the planning, presentation, assessment skills of teaching and the orchestration of the learning environment through the use of learning theories and current technology applied to teaching. A Junior Thesis is an integral component of this course. Peer teaching, simulation, preparation of teaching materials, with observation and participation in the public schools are an integral component of these learning experiences forty hours of preclinical experiences are required in an appropriate school and/or agency setting. Prerequisite: Passing score on State-mandated test for admission to Teacher Education programs. (F, S)

ED 320 Measurement and Evaluation (*Formerly ED 420*). 3(3,0). An analysis and application of a wide variety of traditional assessment and alternative assessment methods to enhance the interpretation and translation of data into instructional plans. A comprehensive approach to effective classroom and hands-on experiences of relevant techniques that todays teachers must know to plan for elementary and middle school students with varied learning styles, developmental levels and abilities.

ED 322 Diagnostic-Prescriptive Teaching. 3(3,0). This course is designed to enable the regular classroom teacher to become more sensitive to variabilities in learning needs and styles of children and to adjust instruction through diagnostic-prescriptive teaching, task analysis, and intervention techniques (S)

ED 350. Education Seminar. 1(1,0). This seminar is designed to assess the Elementary Education majors comprehension and mastery of the subject content area. A series of tests, based on the SOCKET Model will be designed to assess content specific pedagogy, understanding how to teach certain fundamental concepts in the subject area.

ED 415. Independent Study of Educational Problem (1-3). This course is designed to permit independent pursuit of information on and solution of educational problems throughout library research or fieldwork. The student desiring to take this course will present a study proposal to the department for approval Students who show unusual promise as developing educators may take this course as an honors activity. (S)

ED 425. Seminar II; Application and Assessment in Specialized Methods 3(3,24). This course is divided into two segments and utilizes the team approach to instruction. The first four weeks are devoted to review and synthesis of the teaching process and the cognitive processes relevant to the context of teaching. Segment two is managed by subject-matter specialists and includes experiences in micro-teaching, large group, small group and individualized instruction: preparation of instructional materials; selection of appropriate gaming, and demonstration in the public schools to improve and assess the student's teaching effectiveness. Students will synthesize and demonstrate skills acquired in prerequisite courses minimal performance on designated standardized and criterion-referenced tests is required as well as fifty (50) hours of pre clinical experiences. A Senior Thesis is an integral component of this course. *Prerequisite*: ED 308. (F,S)

ED 430. Professional Clinical Experience I 2(12,0). This performance-based clinical experience is provided for all student teachers and interns as the zenith experience of the elected teaching major. Students are team-directed through three program phases: Orientation, Participation in Teaching, and Evaluation. A major portion of the course is field based (sixty-five days) under the supervision of a certified master teacher or specialist. During this time the student teacher/intern demonstrates mastery of the teaching and management skills in an approved public school setting. *Prerequisite:* Passing score on content area of PRAXIS II examination and admission to a Teacher Education program one full semester. (F, S)

ED 450. Senior Education Seminar. 1(1,0). A continuation of various assessments and the use of case studies to measure pedagogical knowledge at different grade levels.

INSTRUCTIONAL TECHNOLOGY

ITE 310 Instructional Technology. 3(3,0). This course stresses the general principles underlying the recognition of the availability of the audiovisual materials and equipment and the practical classroom application of both non projected and projected materials which involve selection, production, and use of recordings, filmstrips, slides, motion pictures, models, maps, charts, chalkboards and feltboards and microcomputers. (F, S)

PSYCHOLOGICAL, HISTORICAL AND PHILOSOPHICAL FOUNDATIONS

EPSY 250. Human Growth and Development. 3(3,0). This course is designed to provide students with basic knowledge and understanding of the principles of lifelong human growth and development, with particular emphasis on the mental, social, emotional and physical aspects. Twenty of pre-clinical experiences are required in an appropriate school and/or agent setting. (F, S)

EPSY 260. Principle of Learning. 3 (3,0). This course is an examination of fundamental principles of human Warning and cognition and their practical implications in education. The course provides an introduction to major approaches, issues, and trends in the study of learning and human development. Presentations of theories arid principles of human situations suitable to various age and grade levels are made. Field study is required. Twenty of pre-clinical experiences are required in an appropriate school and/or agent setting. (F, S)

ED 306. History and Philosophy of Education. 3(3,0). This course is a study of the major phases of educational development from various important periods in world history such as Porcelain Greece to the present and a history of education in the United States from the early 1600s to the present time. An emphasis will be given on school law and ethics as well. Twenty of pre-clinical experiences are required in an appropriate school and/or agency setting. Prerequisites: Passing score on State-mandated test and grade point average required for admission to Teacher Education programs. (F, S)

EPSY 328. Theories of Personality. 3(3,0). Basic concepts of personality organization and development are presented in a multidisciplinary approach incorporating biological, sociological, psychological, and anthropological factors. (F)

EDHU 250. Black Issues and Historical Figures in Education. 3(3,0). This course is designed to study the social, economic, moral, and political issues that have effected the education of black people in America. The course also examines the learning environment and achieve equitable black representation in education and society as a whole.

READING EDUCATION

R 100. Developmental Reading. 2(2,0). In this course, emphasis in developing efficient reading is placed upon basic reading skills, vocabulary, comprehension, study skills, and rate. Each student upon evaluation is expected to achieve at least 12.5 grade level. If not, he receives a "U" (unsatisfactory) and will be required to register for the course the next semester. Two semester credits are earned after successfully completing the course. Concurrent enrollment in E 100 is required. (F, S)

RED 206 Integrating Language Arts and Literature Methods and Strategies (*Formerly RED 206 and RED 316*). 3(3,0). A unique amalgam of theory and practice, the course promotes teaching the integration of language arts and literature in a student-centered, literature-rich environment with the goal of producing students in grades K-8 who are truly literate. Pre-clinical experiences are required (Forty hours). (F, S)

RED 315. Teaching Reading in the Elementary School 3(3,0). This is a basic fundamental course in the teaching of reading; emphasizes the nature of the reading process and the principles, methods, and skill for the development of effective reading. Practical application is included. Thirty (30) hours of pre-clinical experiences are required in an appropriate school and/or agency setting. (F, S)

RED 317. Teaching Reading in the Content Areas 3(3,0). This course is designed for pre-service secondary teachers. It emphasizes basic reading skills, assessment of reading performance materials and methods for teaching reading in the content areas. Thirty (30) hours of pre-clinical experiences are required in an appropriate school and/or agency setting. (F, S)

RED 318. Diagnostic Prescriptive Teaching of Reading (*Formerly RED 416*. 3(3,0). This course provides the student with a review of causes, assessment and remediation of reading problems. Assessment and remediation are applied to children/youth in the classroom. Students learn techniques and materials used in diagnosis and remediation of reading difficulties. Also, this course provides the student with an opportunity to experiment and/or conduct an in depth study of selected problems, projects or case studies in the teaching of reading. Thirty (30) hours of pre-clinical experiences are required in an appropriate school and/or agency setting (F, S)

RED 319. Diagnosis of Remedial Reading Problems 3(3,0). Emphasis is placed on causes of reading problems and prescriptions for those problems. Each student will diagnose one child and write a diagnostic report based upon the battery of tests used. *Prerequisite*: RED 316.

RED 320. Treatment of Remedial Reading Problems. 3(3,0). This course is designed to provide experience in treating disability cases and following previously prescribed treatment for those cases. Each student will teach one disability case under supervision. A written report of the treatment procedures and outcome is required. *Prerequisite*: RED 315. Ten hours of pre-clinical experiences are required in an appropriate school and/or agency setting. (F, S)

RED 321. Seminar in Reading. 3(3,0). This course is designed to provide pre-service teachers with an overview of research in reading. Emphasis placed on the implications, practical applications for teaching reading research. *Prerequisite:* RED 315.

RED 322. The Teaching of Reading in the Middle School. 3(3,0). This is a course dealing with methods and materials of teaching reading in grades four through six. Emphasis is placed upon the development of higher skills as children mature. *Prerequisite:* Reading Education 315. ()

SECONDARY EDUCATION

SOCIAL STUDIES

SST 304. Teaching Social Studies in the Elementary Grades. 3(3,0). This course is designed to acquaint prospective elementary school teachers with techniques, procedures and materials used in teaching of social studies. An attempt will be made to interpret learning theories as applied to actual classroom situations. Current affairs will be discussed in the course in an effort to broaden the students perspective in treating problems and controversial issues. Pre-clinical experiences are required (20-40 hours). (F, S)

SST 305. Teaching Social Studies in the Middle School. 3(3,0). An undergraduate course designed to introduce pre-service middle school teachers to some of the techniques, procedures and materials that are used in the teaching of social studies in the middle school. Learning theories (applied and theoretical) will be introduced relative to their applicability to the classroom situation. In particular, the course will stress current affairs as an attempt to broaden perspectives from a multidimensional frame of reference for the development of cognitive-affective skills. Pre-clinical experiences are required (20-40 hours). (F, S)

SPECIAL EDUCATION

SPED 216. Introduction to Exceptional Children 3(3,0). An introductory course to study the characteristics and needs of exceptional children, the competencies needed to work with special abilities and disabilities, and an overview of appropriate educational program and delivery of services. Designed for special-education students and those students who are preparing to teach individuals with disabilities. Twenty hours of preclinical experiences are required in an appropriate school or agency setting. (F, S)

SPED 217. Psychology of the Mentally Disabled. 3(3,0). An in-depth study of mental disabled nature, diagnosis, learning characteristics, parental considerations, and therapeutic aspects of various degrees of mental retardation. The social and psychological impact on the individual and his environment are observed to provide background information. *Prerequisite:* SPED 216. (F)

SPED 218. Characteristics of Learning Disabilities. 3(3,0). An introductory course to specific learning disabilities that includes the identification and characteristics of those factors that may impinge upon effective learning. Emphasis will be placed on research, theoretical approaches, psycho evaluation, and differential diagnosis. *Prerequisite:* SPED 216. (F)

SPED 219. Nature or Psychology of the Emotionally Disabled. 3(3,0). This course is designed to provide intensive study of the characteristics and types of emotional disturbances. Biochemical psychoanalytical, social, behavioral and cultural etiological theories and strategies will be examined. Focus will be on screening, identification, placement and procedures for individuals with emotional disabilities. *Prerequisite*: SPED 216. (F)

SPED 304. Behavior Problem. 3(3,0). The development and nature of behavior disorders in children are surveyed. Emphasis is placed on the functional behavior disorders and emotional inhibitions of childhood: differential diagnosis, prognosis, and psychotherapy. *Prerequisite*: SPED 216. (S)

SPED 319. Teaching of Language Arts for the Exceptional Child. 3(3,0). This course is designed to provide a comprehensive overview of the

language arts for learning disabilities, mentally disabled and individuals with emotional disabilities. Emphasis will be placed on evaluation techniques, teaching strategies, and the development of materials for listening, speaking, reading, and writing skills. Pre-clinical experiences are required (twenty hours). *Prerequisites*: SPED 216, 217, 218, 219.

SPED 320. Psychological and Sociological Aspects of the Disabled. 3(3,0). This survey course offers study of the biological, sociological, and psychological aspects of the individual with disabilities. *Prerequisite:* SPED 216. (S)

SPED 321. Educational Procedures for the Moderately-Severely Mentally Disabled. 3(3,0). Course emphasizes the curriculum, educational practices, teaching approaches, materials, and services appropriate to the needs of the moderately and severely disabled individual. Consideration is given to legal implications and vocational training. Pre-clinical experiences are required (twenty to forty hours). *Prerequisites*: SPED 216 and SPED 217. (F)

SPED 322. Educational Procedure for the Mildly Mentally Retarded 3(3,0). Course is designed to prepare persons to work with individuals identified ad mentally disabled. It presents theories, program practices, curricular considerations, teaching strategies, and materials geared to the individual needs of the mildly mentally retarded. Consideration is given to placement procedures, reports, records, observation and participation, guidance procedures and legal implications. Pre-clinical experiences are required (twenty to thirty hours). *Prerequisite:* SPED 216 and SPED 217. (F)

SPED 325. Educational Procedures for Students with Learning Disabilities 3(3,0). Course will present a variety of teaching strategies and educational materials designed to meet the individual needs of the student with learning disabilities. It will concentrate on academic, language and perceptual-motor programs as well as curriculum development for the educational environment. *Prerequisites:* SPED 216 and SPED 318. (F)

SPED 327. Educational Procedures for Students with Emotional Disabilities. 3(3,0). Strategies and techniques for the management of emotional and behavioral problems that interfere with learning will be the major emphasis of this course. Consideration will be given to curriculum development, intervention strategies, and instructional materials. *Prerequisites:* SPED 216 and SPED 333. (F)

SPED 332. 3(3,0). Educational Diagnosis and Prescription for Learning Problems (Formerly SPED 432. 3(3,0). Experiences in children, writing prescriptions and developing educational evaluations. Study of assessment teaching used for psychological and educational evaluation. Interpretation and translation of data into corrective instructional plans for special needs children. *Prerequisites:* SPED 216, 217, 219; ED 308. Twenty (20) of pre-clinical experiences are required in an appropriate school and/or agency setting. (S)

SPED 350- Special Education Seminar. 1(1,0). This seminar is designed to assess special education teaching candidates comprehension and mastery of the subject content area. A series of tests based on the SOCKET Model and other programs will be used to assess content specific pedagogy. (F,S)

SPED 423. Art Education for Children with Disabilities. 3(3,0). This course is designed to integrate into the daily curriculum experiences of of social living, enjoyment, reading, writing, spelling, and arithmetic for children identified as having a disability. Prerequisite: SPED 216. (F)

SPED 429. Introduction to Rehabilitation and Community Service. 3(3,0). This is a survey of community resources and local, state and national rehabilitation programs serving persons with disabilities. Consideration will be given to vocational training and placement services lectures and supervised field experiences. (S)

SPED 440. The Psychology of the Gifted and Talented. 3(3,0). Course reuses on intellectual, creative, emotional factors and other psychological needs of gifted and talented children and youth. Attention will be placed on observation and participation. *Prerequisite:* SPED 216. (F)

SPED 441. Education of the Gifted and Talented. 3(3,0). Course deals with the characteristics of the gifted and talented and their implications it identification, curriculum planning, teaching strategies, instructional resources, counseling and guidance. Special attention will be given to the needs of the underachiever and minority gifted and talented students. *Prerequisites:* SPED 216 and 440. (F)

SPED 442. Programs, Methods and Materials for Teaching the Gifted and Talented. 3(3,0). Course will focus on learning theories, methods, models, and techniques utilized in developing differential curriculum for the gifted and talented. Creative writing, individualized strategies, and integration of mentorship will be employed. *Prerequisites:* SPED 216 and 440.

SPED 443. Classroom Instruction and Management for the Academically Gifted and Talented. 3(3,0). This course is designed to assist in the identification of individual learning styles of the gifted and talented. A variety of curricula models and program approaches will be utilized to teach. (F)

SPED 444. Creative Movement for the Gifted and Talented. 3(3,0). This course acquaints students with movement education methodology in the teaching of recreation, dance, gymnastics, rhythmic activities, and body management for the gifted and talented. (S)

SPED 499. Teaching of Mathematics for Students with Disabilities. 3(3,0). Adaptations of materials and methods to the use for students with disabilities. Emphasis is placed on the teaming patterns of students with disabilities. *Prerequisite*: SPED 216, 217. (S)

DEPARTMENT OF ENGLISH AND MODERN LANGUAGES

ENGLISH

E 150. English Composition and Communication. 3(3,0). This course deals with the English language as a means of expression. Emphasis is placed on the main types of writing: exposition, argu-mentation, description, and narration. Attention is also given to gram-mar, usage, and mechanics. (F,S)

E 151. **English Composition and Communication. 3(3,0).** This is a literature-based course with emphasis on critical writing. A research paper is required. Attention is also given to grammar, usage, and mechanics as needed. *Prerequisite:* English 101 CB or English
150. (F,S)

E 201. English Literature. 3(3,0). Reading and discussion of representative masterpieces of English literature. Emphasis upon types of literature and the relation of writing to other arts. Lectures on historical and literary backgrounds. A survey of English literature from the Old English Period through the Neo-Classical Period. *Prerequisite:* English 150 and 151. (F)

E 202. English Literature. 3(3,0). Reading and discussion of representative masterpieces of English Literature from the Romantic, Victorian, and Modern Periods. Emphasis upon types of literature and the relation of writing to other arts. Prerequisites: English 150 and 151. (S)

E 250. World Literature, Part I 3(3,0). Selected world masterpieces, with emphasis on Western civilization and historical, literary and philosophical antecedents of twentieth-century United States culture. The course

introduces students to the concepts and vocabulary required for reading, analyzing, and interpreting literature. *Prerequisites:* English 150,151,and completion of the English Proficiency requirement. (F,S)

E 251. World Literature, Part II. 3(3,0). A survey of literary masterpieces of the world. From the Age of the Enlightenment to the Twentieth Century, this course presents classical selections for reading, interpretation and critical analysis through lectures, discussions and rhetorical assignments. *Prerequisites:* English 150, 151, and completion of the English Proficiency requirement.(F,S)

E 302. Advanced College Grammar and Composition. 3(3,0). A detailed study of classical and modern rhetorical methods to be used in the various forms and levels of discourse; also, some consideration of traditional, structural, and transformational grammars as a means of achieving greater skills in composition. *Prerequisites:* English 150 and 151, English 201-202, passing score on the English Proficiency Examination. (F,S).

E 305. Romantic Movement. 3(3,0). This course examines the essence of the Romantic movement in English literature. Emphasis is on the major poets such as Wordsworth, Coleridge, Byron, Shelly and Keats, the major shift in literary history the movement initiated, and the social and intellectual context of the movement. (S,E)

E 306. Victorian Period. 3(3,0). A course of study in Victorian literature that introduces students to the literary scene with an emphasis on the major poets and novelists whose works reflect the changing temper of the era. Attention is paid to the social and intellectual climate that produced these writers and those significant writers of prose whose works complement those of the creative writers. (S,0).

E 310. An Introduction to Human Language. This is an essentially introductory course that is designed to provide candidates with introductory theoretical and descriptive knowledge of the nature of human language. This knowledge is not only important sui generis, but is essential for English language studies, disciplines in the humanities and social sciences and special areas in education. It presents some basic concepts in linguistics and relates linguistics to applied areas like language acquisition and language in social contexts.

E 312. The Development of Modern English. 3(3,0). A study of the origins and development of the English language and its growth and spread worldwide. The forces and factors that have shaped its grammar, phonology, vocabulary and orthography are traced and explored in the various stages-Old, Middle, Modern English-of this growth. Attention is given to complexity and variation, especially native and non-native varieties, in modern English. (F)

E 314. The Novel. 3(3,0). A course designed to bring into prominence the natural steps in the development of the novel. (S)

E 315. Black American Writers. 3(3,0). A survey course in American Negro literature from 1746 to the present. (S)

E 316. Literary Criticism. 3(3,0). An introduction to literary analysis with particular emphasis upon the terminology, language, and techniques of literary criticism; emphasis placed upon direct examination and study of literary texts; special attention given to developing skills in close reading of a text in poetry, fiction, and drama. The writing of critical papers. Texts selected from significant writings of American, English, and European authors. (S)

E 317. American Literature, Part I. 3(3,0). A study of American Literature from 1660 to 1860. (F)

E 318. American Literature, Part II.3 (3,0). A study of twentieth-century American writers. (S)

E 319. Contemporary African American Literature. This is an upper level course in the study of African American literature from the mid 1960s to the present. Students will be exposed to a variety of texts-poetry, drama, fiction, and essays-and a variety of writers and writing styles. The writers and works will be studied within the context of the cultural, economic, social, and political environment that helped to shape and define the language and literature of contemporary American society

E 320. The Harlem Renaissance in Literature and the Arts. This is an upper level, three credit English course designed to support the English and Liberal Arts majors. Students will make a study of works representative of the cultural capital of African-American life that flourished between approximately 1919 and 1934. Focusing on the social, musical, artistic, and literary origins of this movement, as well as the different literary and artistic genres created during this era, this course is designed to introduce students to the analysis of major literary works and genres within the context of the larger culture and debates of the Harlem-or New Negro-Renaissance. We will focus on the ways in which literature represents, responds to, and shapes intellectual and political transformations in American society and African American culture during the period, with special attention to the meaning of migration, constructions of black identity, and issues of difference within black America. We will also consider the impact of the Harlem Renaissance, including its representation in contemporary culture.

E 321. Ethnic Writers. This course concerns ethnic writers from Asian-American, Native-American, and Hispanic-American literary traditions.

E 399. Independent Study/Internship. 2-3(2-3, 0). An elective for juniors or seniors with the ability to design or organize and complete a creative scholarly project as an extension of English courses. Petitions to engage in a creative project, scholarly research, extensive reading, development and experimentation with teaching materials, or another legitimate, individualized activity can be submitted for approval. Under this rubric, students may also engage in an approved Internship program. (F,S)

E 400. Milton. 3(3,0). A study of the poetry and prose of Milton. Emphasis on selections representative of Miltons poetic development. (S)

E 401. Sixteenth-century Drama. 3(3,0). A study of the most significant non-Shakespearean drama and dramatists of the Elizabethan and early Jacobean period. The course also looks at their contribution in shaping dramatic idiom and traditions, and the crucial role of the professional acting companies and playhouses that influenced them. (F)

E 403. Shakespeare. 3(3,0). A course introducing Shakespeare as dramatists, his preeminent standing in Renaissance drama, and his achievement in the theater, as well as his exploitation of and contribution to the English language. Selected plays and sonnets are studied critically, analyzed and interpreted to demonstrate Shakespeares continued relevance and the quality of his work. (F)

E 405. Modern Grammar. 3(3,0). A study of the three major grammatical systems (traditional, structural, and transformational-generative) with emphasis on syntax, morphology, and semantics of English sentences. (F)

E 406. Literature for Adolescents. 3(3,0). This course is designed to acquaint prospective teachers of English, and other students in the discipline, with the range of literature appropriate to the needs and capabilities of junior and senior high school students. (F)

E 407. English Literature of the American South. This is a one-semester course for which students receive three credits. The course surveys Southern writing from the Old South to the present, encountering the Civil War, Reconstruction, the New South, Southern Renaissance, and

Post-Renaissance along the way. Using slave narratives, short stories, poetry, novels, and critical essays, students trace the development of Southern literature in close relation to cultural factors that shape the production of texts.

E 408. Modern American Poetry. This is an upper level course designed to give students an intense experience in the reading, analysis, and interpretation of Modern American poetry, a demanding field that can challenge and delight even the most sophisticated reader. Students are expected to demonstrate how Modern American poets use formal elements of poetry (e.g., rhyme, music, form, connotation, imagery, voice, etc.) to contribute to the total meaning of a poem, but also to understand the artful ways contemporary poets deconstruct these elements, or engage elements (Le., politics) outside the text. 'tritical papers analyzing the form and content of significant 'poems are required. Both major and minor poets, representing diverse cultures, are studied.

E 410 American Women's Writing. This will define and explore the long literary tradition known as American women's writing, discussing the various forms it can take and the critical language appropriate to analysis of those forms. A brief survey of the rise of American women's writing from the eighteenth century to the present will be presented as the course progresses, with the reading of appropriate texts to illustrate the variety of genres within this area.

English 152. Practical English. 3(3, 0). This course gives the student who has failed the English Proficiency Examination, regardless of area of specialization, the opportunity to improve his/her communication skills. Attention is given to usage, mechanics, structural and grammatical relationships and idiomatic expressions or word choice. This course also provides intensive practice in writing**. This course is not be used as a substitute for any other English course or as a free elective.** Prerequisite: Failure of the English Proficiency Examination.

RADIO BROADCASTING MINOR

BC 201. Introduction to Broadcasting. 3(3,0). A lecture-demonstration course designed to familiarize students with the principles, tools, and skills involved in radio broadcasting. Emphasis throughout is upon historical developments and the psychological-sociological aspects of broadcasting which determine current practices and trends in the medium. (F)

BC 202. Broadcast Production. 3(3,0). A lecture-demonstration course which deals with the various techniques involved in announcing and other performing activities of broadcasting. Emphasis is placed on both the practical application of these techniques and the theory and philosophy underlying major aspects of the techniques. (S)

BC 203. Advanced Broadcasting Production. 3(3,0). A demonstration course concerned with the various skills and techniques required in creating and producing a wide variety of electronic media programs. Attention is directed toward the activities of writers, directors, and producers of such programs. Emphasis is placed upon different production techniques. (F)

BC 301. African Americans in the Media. 3(3,0). This course examines the history of African-Americans in the broadcasting industry. Attention is given to Afro-Americans from past to present. (S)

BC 305. Newswriting and Reporting. 3(2,0). This course is designed to acquaint students with the kind of writing required in the electronic media. (F,S)

BC 401. Sports Broadcasting, Writing and Reporting. 3(2,0). An introduction to the theory and practice of sports events. Similarities and differences between radio and television are discussed. Emphasis is placed on the sports-casters need to know the rules of each sport. (S)

BC 420. Internship. (3-6). This course offers qualified students an opportunity to work in professional media facilities in the Orangeburg-Columbia-Charleston and other markets. Emphasis is on learning overall business structure and development toward entry into professional-level decision-making positions. Students will be allowed to engage in the internship only after they have fulfilled all curriculum requirements, successfully passed the English Proficiency Examination, and received the recommendation of the chair of the English Department. (F,S)

PRINT JOURNALISM MINOR

JOUR 200: Understanding Media. 3. This is a basic course on understanding the mass media process and business, how messages are produced and broadcast, and how and why the media operate as they do. The students will learn how to become critical users of the media by analyzing the form, content and meaning of media messages. (Open to all students as part of the General Education Options).

JOUR 201: Survey of Mass Communications. 3. Introduction to the principles, philosophies, policies and practices of the mass media and the allied professions of print journalism, public relations/advertising, and radio/TV. *Prerequisite:* English 101, 102; SP 103 (F)

JOUR 202: Mass Media and Society. 3. A series of seminar lec-tures and group discussions on the influence of mass media in American life, with special emphasis on racial and gender stereotyping, and violence in popular culture. *Prerequisite:* English 101, 103; SP 103 (F)

JOUR 205: Development of the Black Press in America. 3. The study of black-oriented media in America with emphasis on its historical background, role impact, problems and future in American society. *Prerequisite:* English 101, 102; SP 103 (F)

JOUR 210: Writing for Mass Communications: Newswriting I. 3. Lecture and laboratory course with a focus on developing media newswriting skills. This course will also provide fundamental techniques of prereportorial research, organization of materials, pinpointing courses, testing of accuracy, and preparation of final copy. *Prerequisite:* English 101, 102; SP 103; CS 107. (F)

JOUR 301: History and Philosophy of the Mess Media. 3. Development of the mass media in the United States from colonial times to the present. The effects of American social, cultural, political, and economic theory of the media. *Prerequisite:* JOUR 205 (SO)

JOUR 302: Law and Ethics of Mass Media. 3. State and federal statutory and administrative law and the role of the regulatory agencies in mass communication. Special emphasis is given to an investigation of the professional ethics and legal concerns of the working journalist; prior restraint; shield law; libel; invasion of privacy; and the Freedom of Information Act. *Prerequisite:* JOUR 301 (SO)

JOUR 305/305L: Public Relations and Persuasion Course and Writing Lab. 3. An analysis of how business, government, consumer groups, minorities, environmentalists, and others work to influence public attitudes toward their activities. Students must also register for the public relations lab, which emphasizes public relations writing skills, which run concurrently with this course. *Prerequisite:* English 102 and JOUR 210; CS 107 (S)

JOUR 310: Intercultural Communication 3(3,0)

This course will introduce how the concepts and theories of culture and communication are interwined and how they evolved overtime. Using comparative cultural communication illustrations, it will examine how selective exposures of cultural values and traits produce selective perceptions and patterns of communicaiton, and the impact on individual and collective cultural values and traits. Techniques and methods of communicaiton com-

petence will be emphasized to overcome ethnocentric cultural barriers to professionally operate in intercultural spheres. Prerequisite: JOUR 201

JOUR 401: Public Relations Management. Researching, programming, staff, budgeting, and planning public relations programs and crisis management by business, government, or consulting firms. *Prerequisite:* JOUR 305/305L (S,O)

JOUR 405: Directed Internship 3. Supervised professional experience in mass communications. *Prerequisite:* Completion of core courses; consent of department. (S)

SPEECH ARTS

S 150. Fundamentals of Speech Communication/Formerly Speech 101 and 102. 3(3,0). This is a course in the basic principles of oral communication. It is designed to help students improve their speech proficiency, poise, and self-confidence in oral communication situations. The course will include not only a study of voice and artic-ulation but also the techniques for analyzing, researching, preparing, and delivering speeches. A grade of at least "C" is necessary for satis-factory completion of the course. Will fulfill the 3 hrs. requirement for speech.. (F,S)

S 250. Public Speaking. 3(3,0). A course designed to train stu-dents in the fundamentals of speaking situations in professional and social relations. Practice and criticism. A grade of at least "C" is nec-essary for satisfactory completion of the course. Will fulfill the 3 hrs. requirement for speech. (F,S)

S 301. Speech for the Classroom Teacher. 3(3,0). A study of the principles of teaching speech activities in both secondary and elemen-tary schools. *Prerequisite:* English 150, 151. (S)

S 302. Forensics. 2(2,0). A course dealing generally with the prin-ciples of debating, types of discussions, oral interpretation, and extem-pore speech. The course is designed for those interested in directing forensics. (S)

FRENCH

F 101. Elementary French. 3(3,0). The basics of communication in French and an introduction to French and francophone cultures. *No prerequisite.*

F 102. Elementary French. 3(3,0). Continuation of the basics of communication in French and an introduction to French and francophone cultures. *Prerequisite:* French 101 or placement by examination.

F 201. Intermediate French. 3(3,0). Introduction of more complex communication structures and a continuation of study of French-speaking cultures in the world. Students develop a personal use for French in their career choice. *Prerequisite:* French 102 or placement by examination.

F 202. Intermediate French. 3(3,0). Continuation of more complex communication structures and a continuation of the study of French-speaking cultures in the world. Students develop a personal use for French in their career choice. *Prerequisite:* French 201 or placement by examination.

F 305. Francophone Short Story 3(3.0). A survey of the short story including works from various francophone countries. The course is designed to help master the comprehension skills required to read extensively in advanced literature courses. *Prerequisite:* French 202 or consent of instructor.

F 306. French Culture and Civilization. 3(3,0). Civilization from the points of view of geography, industry, social and political institutions, and scientific achievements. (F)

F 309. French Conversation. 3(3,0). Concentration on oral French, with purpose of perfecting pronunciation and fluency in the language. *Prerequisite:* French 202 or consent of instructor. (S)

F 311. Survey of French Literature. **3(3,0).** Literature of France from its genesis to 1700; reading of chosen works supplemented by discussion and lectures on outstanding writers and literary currents. *Prerequisite:* French 202 or consent of instructor. (FE)

F 312. Survey of French Literature. 3(3,0). The second course in the literary survey from the eighteenth century to the present. *Prerequisite:* French 311 or consent of instructor. (S,O)

F 315. Advanced Grammar and Composition. Daily. **3(3,0).** For majors and minors, and others with adequate preparation; intensive grammar review, composition, and conversation. *Prerequisite:* French 202 or consent of instructor. (F,E)

F 317. Survey of Afro-French Literature. 3(3,0). A study of major black writers and poets whose native culture is African but whose literary contributions are recorded in French. *Prerequisite:* French 202 or consent of instructor. ( )

F 318. French Phonetics and Pronunciation. 3(3,0). Elements of French phonetics; practical course providing the student with systematic means of correcting defects in pronunciation; exercises in ear training and oral expression. *Prerequisite:* French 102. (F,O)

F 400. French Classical Literature. 3(3,0). Formation and application of French classical doctrine. *Prerequisite:* French 312. (SE)

F 407. The Age of Enlightenment. 3(3,0). French literature and thought in the eighteenth century. *Prerequisite:* French 312. (F,E)

F 408. French Romanticism. 3(3,0). Surveys the masterpieces of the great romanticists: Alfred de Vigny, Lamartine, Victor Hugo, and Alfred de Musset. Collateral readings, oral and written reports are included in this course. *Prerequisite:* French 312. (SO)

F 409. Realistic Period in French Literature. 3(3,0). Prose and poetry during the latter part of the nineteenth century. *Prerequisite:* French 312. (0)

F 410. West African Novel in French. 3(3.0). A study of oral tradition, colonization, West African thought, cultural conflicts, and human rights struggles, through the eyes of West African novelists of French expression. *Prerequisite:* French 317 recommended, or another 300 level literature course.

F 425. Introduction to Linguistics. 3(3,0). A presentation of subject matter used in language courses in terms of applied linguistics, with special emphasis on phonetics, morphology and syntax. *Prerequisite:* French 102. (S,E)

SPANISH

SP 101. Elementary Spanish. 3(3,0). A course designed to develop in the student the basic interpersonal, interpretative and presentational skills in Spanish and the foundations of Spanish grammar. No prerequisite.

SP 102. Elementary Spanish. 3(3,0). A continuation of the basic interpersonal, interpretative and presentational skills in Spanish and the foundations of Spanish grammar. *Prerequisite:* Spanish 101 or placement by exam.

SP 201. Intermediate Spanish. 3(3,0). Grammar, reading, composition, oral-aural exercises. *Prerequisite:* Spanish 102. (F,S)

SP 202. Intermediate Spanish. 3(3,0). Grammar, reading of modern authors, composition, oral-aural exercises, emphasis placed on reading. *Prerequisite:* Spanish 201. (F,S)

SP 306. Cultures and Civilizations of Spanish-speaking World. 3(3,0). A study of the cultures and civilizations of Hispanic America and of the Iberian Peninsula from the points of view of geography, history, ethnic attitudes, social and political institutions, and literary and artistic achievements. The course may be repeated when topic varies. Prerequisite: Spanish 202 or consent of instructor. (S,O)

SP 309. Spanish Conversation. 3(3,0). Concentration on oral Spanish, with the purpose of perfecting pronunciation and fluency in the language. *Prerequisite:* Spanish 202 or consent of department chair. (F)

SP 311. Survey of Spanish Language Literature. 3(3,0). Literature of Spanish speaking countries; reading of chosen works supplemented by discussion and lectures on outstanding writers and literary currents. The course may be repeated when topic varies. *Prerequisite:* Spanish 202 or consent of department chair. (F,E)

SP 312. Survey of Spanish Literature. 3(3,0). A study of the literature of Spain from its genesis to the present; reading of chosen works supplemented by discussion and lectures on outstanding writers and literary currents. Prerequisite: Spanish 202 or consent of the instructor. (F,E)

SP 315. Advanced Grammar and Composition. Daily. (3,0). For majors and minors, and others with adequate preparation; intensive grammar review, composition, and conversation. *Prerequisite:* Spanish 202 or consent of department chair. (F,E)

SP 317. Survey of Afro-Hispanic Literature. 3(3,0). A study of the Neritude literary movement in the Hispanic world, its major writers and their influence on politics, literature, and the arts of the African Diaspora and the West. Prerequisite: Spanish 311 or 312, or consent of instructor. (S,E)

SP 318. Spanish Phonetics and Pronunciation. 3(3,0). Elements of Spanish phonetics; practical course providing the student with systematic means of correcting defects in pronunciation; exercises in ear training and oral expression. *Prerequisite:* Spanish 102, (FE)

SP 320. Drama of the Golden Age. 3(3,0). A review of the rise of drama in Spain and a critical study of representative dramas of Lope de Vega, Calderon, Tirso de Molina, Alarcon, Moreto, and Jimenez Encina. *Prerequisite:* Spanish 312. (S,O)

SP 400. The Regional Novel. 3(3,0). A study of novels of Spain, the Caribbean, or South America. Course may be repeated when topic varies. Prerequisite: Spanish 311 or 312, or consent of instructor. (S,O)

SP 405. Spanish Literature in the Romantic Period. 3(3,0). Spanish Romanticism, its origin and development. *Prerequisite:* Spanish 312. (S,E)

SP 407. Mexican Literature. 3(3,0). A study of the literature of Mexico from its genesis to the present. *Prerequisite:* Spanish 311 or 312, or consent of instructor. (F,O)

SP 408. The Generation of 1898. 3(3,0). A study of the following authors: Azorin, Pio Baroja, Juan Ramon Jimenez Antonio Machado, Miguel de Unamuno, Ramon del Valle Inclan *Prerequisite:* Spanish 312. (S,E)

SP 420. Iberoamerican Literature. 3(3,.0). A study of Hispanic-American literature. Reading of chosen authors and their significance in the different literary movements. *Prerequisite:* Spanish 311 or 312, or with consent of instructor. (F,O)

SP 425. Introduction to Linguistics. 3(3,0). A presentation of subject matter used in language courses in terms of applied linguistics, with special emphasis on phonetics, phonemics, morphology and syntax. *Prerequisite:* Spanish 102. (S,E)

SPECIAL COURSES

EFL 101. English as a Foreign Language. 3(3,0). This course is designed to teach American and non-American students whose first language is not basic English grammar, sentence structure, reading comprehension, and composition. (F,S)

EFL 102. English as a Foreign Language. 3(3,0). Is a continuation of EFL 101. *Prerequisite:* EFL 101. (F,S)

FL-H 399. Foreign Language Seminar. 3(3,0). A course designed to address the diversity of ethnic cultures that have impacted upon values, languages, customs and ideas expressed in the literary, artistic, intellectual and daily life and achievements of ethnic groups and individuals. Languages included will be French, German and Spanish. *Prerequisite* None (F,S)

WAC 300. Practicum in Tutoring Writing. This course will explore paradigms and practices of tutoring writing, while establishing principles for constructive criticism and providing practical experience in offering critiques of student writing in diverse disciplines during a one-to-one conference. Required for those who tutor for the Writing Across the Curriculum Program. Prerequisite: Grade of A or B in English 150 and 151, and an 8 on the annual WAC Essay.

DEPARTMENT OF HUMAN SERVICES

CRIMINAL JUSTICE

CJ 201. Introduction to Criminal Justice. 3(3,0). A critical survey of the various components of the criminal justice process as a means of social control. Emphasis will be placed on the functions and relationships of the components from an interdisciplinary perspective. This course is a prerequisite to all other criminal justice courses. *Prerequisite:* SOC 250 or **PSY** 250 or EPSY 250. (F,S)

CJ 250. African American Experience in Criminal Justice 3(3,0). This course is designed to provide students with an in-depth understanding of the intimate role the criminal justice system has played in the lives of African-Americans and how African-Americans have interacted with the criminal justice system. This course will take an historical look at the development and the roles of African-Americans and the criminal justice system in the United States from its earlist beginnings to the present. *Prerequisite:* SOC 250 or PSY or EPY 250. (F)

CJ 300. Applied Psychology for Law Enforcement and Corrections Officers. 3(3,0). This course examines basic behavioral science concepts and applies them to the law enforcement and correction fields. Special attention is given to general, abnormal and developmental psychology, as they relate to police community relations and the role of the corrections professional. *Prerequisite:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (S)

CJ 3O1/SOC 301. Criminology and Penology. 3(3,0). Scientific study of the nature and cause of crime, processes of criminal maturation and criminal behavior, punishment and penal systems, correctional treatment and crime prevention. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250. (S)

CJ 302/SOC 401. Juvenile Delinquency. **3(3,0).** An exploration of the juvenile delinquent in society: theories of delinquency causation and methods of correction and prevention. The course will also cover the juvenile courts and other societal institutions as they relate to treatment methods and aftercare. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (F)

CJ 303. Victimology. 3(3,0). A comprehensive study of victimization, the crime victim and related criminal justice research. The following topics will be examined: the history and development of the victims rights movement, the legal, social, psychological, economic, and physical impacts of crime on the victim, victim assistance and victim compensation programs, issues and controversies surrounding victims rights; implications of the victims rights movement for process, procedure, and policy in the criminal, civil, and juvenile justice systems. Students will be required to participate in a service-learning project for this course. *Prerequisites:* SOC 250-Introduction to Sociology or PSY 250-General Psychology or EPSY 204-Educational Psychology and CJ 201-Introduction to Criminal Justice.

CJ 310. Criminal Law. 3(3,0). This course examines the historical development of the criminal law and presents the evolution of Americas current philosophy of law. Definitions and classifications of crimes and their total relationship to criminal justice. Law and specific principles of criminal law will be examined from various perspectives to gain insight into criminal behavior. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (S)

CJ 311. American Police System. 3(3,0). An overview of the historical development of law enforcement with emphasis on the function, activities, and related problems of police in America. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (S)

CJ 312. Police Community Relations. 3(3,0). An analysis of the factors involved in the areas of human relations between police and the public and a critique of historical and current methods designed to enhance relations and improve police effectiveness. *Prerequisites:*
SOC 250 or PSY 250 or EPSY 250 and CJ 201. (F)

CJ 313. Administration of Law Enforcement. 3(3,0). A study of the structure and management of law enforcement organizations. Also included is an overview of the competing perspectives and issues relat-ed to organizing, staffing, budgeting, and controlling. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (F)

CJ 321. American Court System. 3(3,0). An introduction to criminal and civil courts, their internal structure, jurisdiction and general operation. A critical examination of the differences between the theo-retical court and court in practice. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (F)

CJ 331. Introduction to Corrections. **3(3,0).** An overview of the correctional process and the various models of correctional treatment for different correctional philosophies. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (F)

CJ 332. Probation and Parole. 3(3,0). An analysis of current and historical practices of correctional treatment using probation and parole services. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (S)

CJ 340. Ethical Issues in Criminal Justice. 3(3,0). This course is designed to introduce students to ethics, ethical decision-making, ethical frameworks, and ethical dilemmas involved in a criminal jus-tice career. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250, CJ 201, CJ 301 or CJ 302. (S)

CJ 350. Research Methods in Criminal Justice. 3(3,0). An introduction to the principles of design, collection, and analysis of data in criminal justice research. This course is only offered for junior and senior students. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201, and CJ 301 or CJ 302. (F)

CJ 397 Professional Development in Criminal Justice. 3(3,0). This course is designed to prepare criminal justice majors for the tran-sition from the classroom to the demands of a professional, human ser-vices career. Course content will include conducting self-assessments, setting career goals and objectives, developing written and oral pro-fessional communication skills (*cover letter and resume writing, completing applications, interviewing, documenting, etc.),* test-taking and exploring career opportunities. Students will also engage in activities that will foster time management, work ethics, conflict management, professional decorum, workplace safety, participant observation, and cultural diversity and sensitivity. They will be exposed to profession-als currently working in criminal justice and other human services professions through field trips, guest lectures, and attending profes-sional meetings and workshops. These experiences will help student to build and maintain a professional network. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250, CJ 201 and Junior or Senior standing.

CJ 400. Utilization of Community Resources. 3(3,0). This course examines the potential of community organization and action as alternative to formal criminal justice processing in addressing the problem of crime in the United States. The history and current roles of public, private and grass roots organizations will be discussed in terms of implications for future approaches to crime and related social problems. *Prerequisites:* SOC 250 or PSY 250 or EPSY 250 and CJ 201. (S)

CJ 401. Field Experience in Criminal Justice. 6( ). A supervised internship in an approved criminal justice or related agency. An approved agency shall include, but is not limited to, an agency with a mission related to law, criminal justice administration, juvenile jus-tice, crime and delinquency prevention, adult corrections, law enforce-ment, security, courts, legislation, and victims rights. The student will spend a minimum of 224 hours at the agency receiving practical expe-rience in its daily operation. The course will also require participation in a seminar. During the seminar session, the student will participate in discussions and classroom activities to integrate his/her experi-ences and theoretical knowledge. *Prerequisites are:* 1) Criminal Justice major, 2) Senior in final semester of enrollment, 3) Cumulative Grade Point Average of 2.0, 4) Criminal Justice Grade Point Average of 2.5, 5) Successful completion of the English Proficiency Exam or English III *(Functional Grammar),* 6) Successful completion of all or most Criminal Justice core course work, especially those courses relat-ed to field placement site, and 7) Completion of Field Placement appli-cation form no later than the twelfth week of the preceding semester. (F,S)

SOCIAL WORK

SW250. African American Experience. 3 (3,0). This course is designed to provide students with a sense of history and pride regarding the contributions of African Americans to social welfare and social work practice. The course focuses on the contributions of African American in initiating, planning and developing social welfare programs and services during the harsh period in US history when segregation, social and economic injustices toward people of color was acceptable. *Prerequisites:* Sophomore status. (S)

SW 300. Introduction to Social Work. 3 (3,0) This course is designed as a survey course examining the concepts, attitudes, resources, functions and activities in the field of social work It stresses values, ethics, definition and function of the social welfare system. It also presents the history of social welfare policy and services in the Untied States, contemporary issues in social welfare, the impact of racism, oppression, poverty and gender on such policies and programs. Thirty (30) hours of community agency service is required. Students apply for admission to the program during this class. (F,S)

SW 301. Human Behavior and Social Environment I. 3(3,0)
This is the first of two courses in the human behavior and the social environment sequence. The course examines major social science theories of human behavior, and their application in social work, stressing the concepts of person-in-environment, human ecology, social systems and strengths. The course provides tools useful in problem identification, assessment, and planned change across the lifecycle from conception to adolescene. Students explore the relationship between biological, psychological, social,

cultural, spiritual and environment factors and their impact on human behavior and relationships. (S)

SW 302. **Human Behavior and the Social Environment II. 3 (3,0)** This course will draw upon the personality theories taught in SW301. The emphasis is on human development and behavior from adolescence through old age of the life cycle and the adjustment tasks common to each stage. Students will explore the relationship between biological, psychological, and environmental factors and the interactions and interrelationships between people and their social environment. Taken concurrent with SW303, SW304 and SW305. *Prerequisite:*SW301. (F)

SW 303. Human Diversity and Social Work Practice. 3 (3,0) Students will examine cultural and social diversity with an emphasis on populations at risk who are oppressed due to race, color, gender, age, physical and/or mental ability, sexual orientation, religion or poverty status. The cognitive and sensitivity focus of the course will help students address concepts of individuality, equality and power as ways of helping them clarify attitudes and values as they deal with clients and other systems as they strive to enhance social and economic justice. Taken concurrently with SW302, SW304 and SW305. *Prerequisites:* SW301. (F)

SW 304. Social Welfare Policy and Services. 3(3,0) This course exam-ines the policies and issues that affect social work practice and the problems which social workers confront. Through this course, students examine the development of social policies through which society and social service organizations attempt to manage, control, minimize, and/or eliminate social problems, their consequences, and effects. Since social workers are charged with the responsibility to become change agents, students explore their roles in the develop-ment and implementation of social policies and programs that further social and economic justice. Taken concurrently with SW301, SW303 and SW302. *Prerequisite:* SW301. (F)

SW 305. Orientation to Professional Development. 3(1,2) This is a laboratory course. Course content will include issues related to student readiness to enter field instruction and professional practice. Interviewing, stress and time management skills are some of the topics to be covered. Taken concurrently with SW302, SW303, SW304. *Prerequisites:* SW 301. (F)

SW 306. Social Work Research and Statistics I. 3(3,0) This is the first of two courses in research and statistics. The intention of both courses is to prepare students to use research as a means of informing and improving their professional practice and to conduct research to add to the profession. Taken concurrently with SW 307. *Prerequisite*: SW 302, SW 303, SW 304, and SW 305. (S)

SW 307. Social Work Practice I. 3(3,0) (Formerly SW 303-Methods of Intervention I) This first course in the practice sequence introduces students to the generalist perspective of social work practice. The focus of theory is on problem solving with individuals and small groups. Taken concurrently with SW 305 and SW 306. *Prerequisite:* SW 302, SW 303, SW 304, and SW 305. (S)

SW 400. Social Work Research and Statistics II. 3(3,0) The course provides students with advanced skills in (a) conceptualizing research problems in practice, (b) completing research on a timely issue, and (c) using inferential skills of data analysis. The techniques of single subject research will be reinforced. Students will apply research measures to the proposal submitted in SW306 as well as in Field Instruction I and II. Taken concurrently with SW401, SW402 and SW403. *Prerequisite:* SW 306 and SW 307. (F)

SW 401. Social Work Practice II. 3(3,0) This course focuses on a generalist approach to social work practice with families and individuals at risk because of substance abuse, domestic violence, poverty, handicapping conditions, poor housing and unsafe communities. Special attention is given to intervention with individuals and families with special needs including gays and lesbians, people of diverse racial and ethnic backgrounds, and women. Taken concurrently with SW400, SW402 and SW403. *Prerequisites:* SW 306 and SW 307. (F)

SW 402. Field Instruction I 6(0,6) Under the supervision of a professional social worker students will spend 16 hours per week in an agency or an approved setting to acquire experience in direct social work practice, thereby giving them an opportunity to apply theory to practice with individuals and small groups. Must be taken concurrently with SW400, SW401 and SW403. *Prerequisites:* SW 306 and SW 307. (F)

SW 403. Social Work Seminar I 2(0,2) A seminar to accompany SW 402. (F)

SW 404. Social Work Practice III. 3(3,0) This third course in the practice sequence builds upon the conceptual base of the materials presented in 5W307 Social Work Practice I and SW401 Social Work Practice II. The emphasis is on organizations and communities which provide a bridge between micro and macro levels of intervention. The course parallels and enhances the field practicum by providing a range of theories and methods of macro intervention appropriate for beginning generalist practice. Taken concurrently with SW 405 and SW 406. *Prerequisites:* SW 401, SW402 and SW403. (S)

SW 405. Field Instruction II. 6(6,0) A continuation of Field Instruction I: Students will spend 16 hours per week in an approved setting to receive experiences for theory application. The focus of attention is macro intervention. Must be taken concurrently with SW 404 and SW 406. (S)

SW 406. Social Work Seminar II. 2(0,2) A seminar to accompa-ny SW 405. (S)

SW 415/SOC 316. Gerontology I. 3(3,0). A survey of the field of social gerontology, with particular emphasis on cross-cultural values affecting the position and status of the aged; the biological, psychological, and social aspects of aging; the impact of the aging population on American society, and social problems relating to aging. *Prerequisites:* None. (Alternate F,S)

SW 416/SOC 416. Gerontology II. 3(3,0). The principles and techniques essential in social work practice with the elderly, as well as concentration of death, dying and working with the dying individuals and their families. *Prerequisites:* None. (Alternate F,S)

SW 417. **Substance Abuse. 3(3,0).** This course is a survey course which examines, primarily from a family systems perspective and approach, the use, abuse of and addiction to substances, (alcohol and drugs) both legal and illicit. A balanced perspective on treatment, spanning disease and maladaptive behavior is presented. *Prerequisites:* None. (Alternate F,S)

SW 418. Child Welfare Services. 3(3,0). This course focuses on the history of child welfare in the United States and social changes, issues and problems facing children, youth and their families. Students will examine the role of child welfare policies, programs and practices that attempt to address these issues including services to the child in his/her home, foster care, adoption, protective services and school social work. *Prerequisite:* None. (Alternate F,S)

SW 419. Disability Issues in a Multi-Cultural Society. 3(3,0). Important issues/topics related to disabilities in a contemporary multi-cultural society will be explored. There will be discussion of historical and contemporary thinking and assumptions on people and policy. Exercises, field, classroom discussions and guest lecturers will be used to help sensitize students to living with a disability. *Prerequisite:* Junior or senior standing. (Alternate F,S)

SW 420. Special Topics. 3(3,0). This course offers selected students an opportunity to have intensive focus on a selected topic in social work.

Students will research topics of interest and present their findings orally and in writing. Open to social work majors with 3.00 average, or by recommendation of faculty advisor. *Prerequisite:* Junior or senior standing. (Alternate F,S)

SW 421. Health Care Issues in Social Work. 3(3,0). This course examines gender, social class, race and ethnicity as predisposing factors of health status, health behavior and health care delivery. Students are expected to consider undeserved population groups and their health status from a perspective of social change. (Alternate F,S)

SW 422. Grief, Dying and Death. 3(3,0). This course is designed to introduce students to a wide array of issues and strategies of intervention and grief counseling. Students will be prepared to work from an informed perspective that demonstrates an understanding of the special needs and communications of the dying, their families, and those who work with them. *Prerequisite:* None. (Alternate F,S)

SW 423. International Social Welfare Policy. 3(3,0). Students will study the structure of the international system and its influence on international institutions, agency structures, geopolitical and psychosocial dimensions. *Prerequisite:* None. (Alternate F,S)

SW 424. Womens Issues. 3(3,0). This course examines, from a multicultural perspective, the biopsychosocial issues impacting women in our society. The course will specifically address such issues as health, poverty, employment, career choices, violence, substance abuse and how these affect women. In addition, the course will address gender specific treatment programs. *Prerequisite:* None. (Alternate F,S)

DEPARTMENT OF SOCIAL SCIENCES

GEOGRAPHY

GEO 204. Introduction to Geography. 3(3,0). This course is a survey of the methods and principles of geographic inquiry. Emphasis is placed upon the basic tools utilized by geographers, such as the globe, map and atlas. (S,E)

GEO 305. Socioeconomic Geography. 3(3,0). This course consid-ers such vital questions as world distribution of population; maps, landforms, soils and mineral resources; current problems in conser-vation of the natural resources of the United States. (F,S)

HISTORY

H 103. United States History to 1877. 3(3,0). This course pro-vides an introduction to the major political, economic, and social development in American history from the first contacts between Europeans, Native Americans, and Africans through the Civil War and Reconstruction. (F,S)

H 104. United States History from 1877 to the Present. 3(3,0). This course provides an introduction to the major political, economic, and social developments in American history from Reconstruction to the present. The impacts of industrialization, urbanization, the black struggle for civil rights, other reform movements, and foreign affairs are emphasized. (F,S).

H 200. Introduction to Research Methods in History and the Social Sciences. 3(3,0). This course is an entry-level class designed to familiarize history/social studies majors with research, communica-tions, and conceptual skills that are essential to understanding histo-ry and related disciplines. The course emphasizes reading, writing, note taking, and research methods *(including library and computer skills).* Mastering such skills enables majors to lay the necessary foun-dations for their upper-level courses and their careers in history or related fields. (S)

H 220. Topics in African-American History. 3(3,0). A topical survey of key issues in African-American history. This course will focus on selected issues in the Black Experience, using those issues to understand the Black Experience. ( )

H 221. Survey of African Civilization from Prehistoric Times to the Present. 3(3,0). This course is a survey of African history for non-history majors. This course surveys African history and culture from earliest times to the present. The course highlights important events, personalities, occurrences and movements in African history. The course also surveys African culture and its development empha-sizing diversity, practicality and appropriateness to the environment. ( )

H 223. Colonial and Revolutionary America. 3(3,0). This course examines the American colonial experience, the causes for the War for Independence, and the political culture of the new nation. (F)

H 224. Civil War and Reconstruction, 1833-1877. 3(3,0). This course focuses on the development of the sectional crisis between the North and South. It concentrates on the events leading to the Civil War, the war itself, and the problems of Reconstruction. (S)

H 234. Family History. 3(3,0). In this course the family, in all its various forms, will serve as a means to examine and acquire an under-standing of the past. Through research and investigation of preceding generations, students will expand their knowledge of the way in which previous human experiencesranging from wars and race relations to personal economic successes and failureshave had a lasting and meaningful impact on not only those who lived them but on successive generations as well. Students will compile their family history as the major requirement in this course. ( )

H 250. History of World Civilizations from Earliest Times to 1750. 3(3,0). This course surveys the rise, growth, and flowering of world civilizations in Africa, America, Asia, and Europe. It emphasizes diversity as well as universal themes which unite all human cultures.
(F,S)

H 251. History of World Civilizations Since 1750. 3(3,0). This course surveys the development of modern civilization from the rise of nationalism and imperialism through the great world wars of the twentieth century, the end of the colonialism in Africa and Asia, and the rise of independent states on those continents. The course con-cludes with an assessment of the problems facing this generation of world citizens. (F,S)

H 300. Military History of the United States. 3(3,0). This course is designed to acquaint the student with the American military expe-rience from the Colonial era to the present. The course will deal with the development of military institutions, tradition, thinking, theory and practice as well as with armed conflicts involving the United States. The main purpose will be to understand the role that the mil-itary has played in the evolution of American history. (F)

H 301. History and Government of South Carolina. 3(3,0). This is a survey covering South Carolinas settlement and develop-ment as a colony in the seventeenth century to its emergence as a growing Southern state in the latter half of the twentieth century. Among the topics considered are South Carolinas involvement in the American Revolution, The Nullification Crisis, the Civil War and Reconstruction, and recent politics. Emphasis is on the relation-ships that have existed among South Carolinas various peoplered, black, and white. (S)

H 307. Foreign Relations of the United States. 3(3,0). This course is a general survey of the foreign relations of the United States from 1898 to the present. The major issues in twentieth-century diplo-macy are examined. ( )

H 310. European History, 15001815. 3(3,0). This course is the first part of an upper-level European History series and covers the period between

1500 and 1815. Important topics of the course include the Renaissance, the Reformation, the Enlightenment, and the French Revolution. Special consideration is given to the impact these large-scale developments had on ordinary Europeans. (F)

H 312. European History, 1815 to the Present. 3(3,0). This course is the second part of an upper-level European History series and covers the period between 1815 and the present. Important topics of the course include the economic, political, and cultural revolutions of the nineteenth century, European Imperialism, World War I, the rise of Fascism and Nazism, World War II, the Cold War, and the post-World War II rise of consumer societies. Special consideration is given to the changing roles of women and the family in nineteenth- and twentieth-century Europe. (S)

H 315. African-American History. 3(3,0). The course surveys the black experience in America from colonialization to 1865. This course begins with a brief survey of the African background, and concentrates on the development of American blacks politically, socially, and eco-nomically. (F)

H 316. African-American History. 3(3,0). This course surveys the black experience from 1865 to the present. The course begins with Reconstruction and examines intensely the political, social, and eco-nomic development of blacks in the United States. (S)

H 324. The Emergence of Modern America, 18771919. 3(3,0). This course traces the main developments in late-nineteenth-century and early-twentieth-century America including economics and indus-trial expansion, the Populist and Progressive movements, the contin-uing deterioration in race relations and U.S. involvement in the Spanish-American and First World Wars. ( )

H 330. U.S. Constitutional History to 1877. 3(3,0). This course surveys the development of American constitutional thought and prac-tice from the British background through Reconstruction. Emphasis is placed on governmental institutions, political theory, political parties, and law in the context of American history. ( )

H 331. U.S. Constitutional History 1877 to Present. 3(3,0). This course surveys American constitutional thought and practice from Reconstruction to the present. The course focuses on the development of the American Constitution in response to industrialization, urban-ization, and the rise of the United States to world power status. Emphasis is placed on the Supreme Court, the Presidency, federal-state relations, civil rights. (S)

H 332. Technology and the Development of the Modern World; 1750 to the Present. 3(3,0). This course is designed to pro-vide history majors with a detailed description and analysis of the technological development of human society in general and the impact of technological improvements, inventions and innovations on specific societies during specific historical periods. ( )

H 333. History of Women in the West. 3(3,0). The course is an upper-level survey of womens experience in Western societies from antiquity to the present. Important topics of the course are: Western traditions that have historically both subordinated and empowered women; the lives of peasant women and women in pre-industrial towns; women as queens and rulers of empires; the changing of womens roles during industrialization; and the feminist movements of the nineteenth and twentieth centuries. ( )

H 340. Survey of Latin American and Caribbean History. 3(3,0). This course provides a survey of Latin America and the Caribbean from the pre-Columbian period to the present. The course emphasizes social, economic, cultural, and political developments which have shaped the region. The role of the United States in the his-tory of selected countries is an important feature in this course. (F,S)

H 350. Survey of Mexico. (3(3,0). This is a survey of Mexican history from the pre-Columbian period until the present. The course cov-ers social, economic, political, and intellectual issues. Major topics include the Aztecs, the Spanish Conquest, the colonial era, indepen-dence, the Revolution, as well as recent issues, immigration and the North American Free Trade Agreement. ( )

H 402. Asia in the Twentieth Century. 3(3,0). This course is a study of Asia in the twentieth century covering the ascendancy of Japan to world power preeminence, the end of Imperial China and its embracing Communism, and the decline of European interference elsewhere in Asia, with emphasis on India and Indo-China. *Prerequisite:* Junior standing. ( )

H 403. African History to 1885. **3(3,0).** This course surveys pre-Colonial Africa, including the evolution of man and his early cultures, the rise and fall of indigenous civilizations and states, contacts between Africans and Europeans, and the scramble for Africa up to the Berlin Conference of 188485. (F)

H 404. Africa Since 1885. 3(3,0). This course surveys the history of the region south of the Sahara. This course describes the forces which led to the partitioning of the continent, European imperialism in practice, the rise of nationalism, and contemporary Africa. *Prerequisite:* Junior standing. (S)

H 405. Russia From Imperial Times Through the Soviet Era. 3(3,0) This course acquaints students with major developments in Russian and Soviet history. Important topics of the course include: Russia before its contact with the West, the reforms of Peter the Great, Russian Absolutism, industrialization during the nineteenth century, the revolutions of 1905 and 1912, the Stalinist dictatorship, the Soviet Block, and the dissolution of Soviet society. Special empha-sis is given to the impact these major developments have had on the lives of ordinary Russians. ( )

H 406. African American, Africa and Pan Africanism. 3(3,0). This course is a seminar course designed to identify the various theo-ries, philosophies and intellectual and cultural moments that have historically attempted to promote the ideal of Pan Africanism and identification with Africa among African Americans. ( )

H 412. Contemporary America, 1920 to the Present. 3(3,0). This course is an advanced study of the major political, economic, social and international problems that affected the United States since 1920. ( )

H 415. Revolutions in Modern History. 3(3,0). This course focus-es on the social, economic and political conditions that precipitated revolutions and liberation movements in Asia, Africa and Latin America. It also identifies and analyzes the philosophical and ideolog-ical foundations of revolutionary movements, as well as the means employed by revolutionaries, and the results of their actions. ( )

H 417. Independent Study. 3(3,0). This course consists of direct-ed reading and research on individual basis with a member of the fac-ulty. It is open to outstanding senior history majors with 3.00 average in the major, or by recommendation of the academic advisor and approval of the departmental chair. ( )

H 420. The Economic History of the United States: 1860 to Present. 3(3,0). This course surveys United States economic develop-ment in the broad context of a society undergoing rapid change during the years since the start of the Civil War. Special emphasis will be placed on the emergence of the New South, industry and big business, the changing role of the agricultural sector, long-term economic trends, and the consumer culture. ( )

H 430. History Seminar. 3(3,0). The subject and region that this course examines change from semester to semester. The general con-tent and method of approach are established by the instructor each semester the course is offered. The course provides a basic foundation in historiography and research methods directed toward the prepara-tion of a scholarly paper. The course is required for all history and his-tory education/social studies majors. (F,S)

HHU 250. The African-American Experience. 3(3,0). This course will survey the experience of African Americans in the United States. It will focus on specific historical periods that significantly impacted black life and were important in shaping the social, economic, political, ideological, and cultural landscape of American society. Major topics covered will include the following: the African background; the Atlantic slave trade; slavery; the Civil War; Reconstruction; Jim Crow and segregation; blacks and the welfare state; and black political activism. The course not only delineates the experience of African Americans as they confronted hostile institutions and social forces in America, but it also juxtaposes those experiences with the ideas and themes articulated in African American social and political thought. (F,S)

POLITICAL SCIENCE

PS 201. An Introduction to Political Science. 3(3,0). This course is designed to introduce students to the core concepts of political science, including politics; the state and government; political participation; political institutions, political ideology and political culture; democracy and democratic practices; and totalitarian and authoritarian regimes. Through laboratory exercises the course will facilitate students critical observation and analysis of political phenomena. (F,S)

PS 205. State and Local Government. 3(3,0). This course examines the historical evolution of state government and constitutional systems; the role of states in the American constitutional system; institutional organization and functioning of local government units. *Prerequisites:* PS 252 and sophomore standing. (S)

PS 206. Black Politics. 3(3,0). This course is designed to study and critique the political activities of black people in the United States. The course aims to facilitate the kind of intellectual environment within which students might develop a critical and perceptive understanding of black political activity. The course will examine the historical and contemporary socio-political contexts of current black political activity, by assessing both black electoral politics and black radical politics. It is expected that students will acquire an informed theoretical and critical understanding of black political life. (F)

PS 252. American Government. 3(,0). This course is a study of the structure, principles and practice of American government from the colonial period to the present. Emphasis is placed on the role of the citizens in the political system and the forces which have fostered the growth and functioning of the American political system. (F,S)

PS 304. Comparative Politics. 3(3,0). This is an introductory course in comparative politics. The course is designed to introduce the student to the structures, processes and politics of Western and non-Western (Third World) countries and developed and developing political economies. It will provide the student with a theoretical and conceptual understanding of specific areas, problems, countries and social formations. *Prerequisite:* PS 201 or PS 252 (F)

PS 305. African Politics and Government. 3(3,)). This course is designed to survey contemporary politics and government in post-colonial Africa. It will provide an analysis of the historical-political factors that have shaped politics and society in Africa from the pre-colonial to the post-colonial periods. Specific emphasis will be given to the evolution of independence struggles, national liberation, neo-colonialism, the character of the post-colonial African state and the interplay of social relations in African societies. It is expected that the course will provide the student with a theoretical, conceptual and analytical frame for understanding contemporary African politics and government. ( )

PS 306. Urban Politics. 3(3,0). This course will study the dynamics of urban politics. It will focus on the social, economic, institutional and political forces that shape the urban setting. It will evaluate the power structure of and explore the interest, conflict and public policy formulation in American cities. (S)

PS 307. American Judicial Process. 3(3,0). This course is an examination of the institutions and operations of the American judicial system. Although prime attention will be devoted to the national judiciary, consideration will be given to state judiciaries. Among the many topics covered are the nature of law, judicial power, organization of the federal judiciary, federal court personnel, etc. *Prerequisite*: PS 252 ( )

PS 308. Constitutional Law. 3(3,0). This course is a study of the development of American constitutional law. Particular emphasis is placed on the interrelations of the three major branches of the national government and the state governments as interpreted by the U.S. Supreme Court. *Prerequisite:* Political Science 252. (F)

PS 309. American Civil Liberties. 3(3,0). This course is concerned with the relations between the individual and the state. It is concerned specifically with the rights of individuals as provided for in the Bill of Rights of the U.S. Constitution and as interpreted by the U.S. Supreme Court. *Prerequisite:* Political Science 252. ( )

PS 310. Public Administration. 3(3,0). This course is a survey of the principles and methods of administrative organization and arrangement as well as administrative law and responsibilities. Basic problems of personnel and finance are also examined. *Prerequisites:* Political Science 201 and 252. (F,S)

PS 312. American Foreign Policy. 3(3,0). This course is an introduction to the nature, content, motivations, principles and practices of American foreign policy from 1775 to the present time. Emphasis will be placed on the institutional framework for the initiation and execution of American foreign policy as well as the analysis and impact of specific foreign policy specifications (e.g., The Monroe Doctrine, The Truman Doctrine, The Eisenhower Doctrine, The Marshall Plan, The Nixon Doctrine) on domestic and external policies of the United States. *Prerequisites:* Political Science 201 and 252. ( )

PS 321. Administrative Law. 3(3,0). This course investigates elements of Administrative Law, the powers, procedures and liabilities of administrative agencies and offices. Government activities in regulation of agriculture, industry and labor will be emphasized. *Prerequisite.* Political Science 252. (S)

PS 322. Women and Politics. 3(3,0). The course examines, from a cross-cultural perspective, the structural position, consciousness, and autonomous actions of women in the United States of America, on the one hand, and in Africa, on the other, as well as issues involved in the redistribution of political power. Students will explore some of the major philosophical ideas on role definition; the commonalities and differences in the structure of power relationships as experienced by women in very diverse societies; and the impact of social, economic, and political developments on the status of women. (S)

PS 325. Public Personnel Administration. 3(3,0). This course examines the theory, practice and organization of public personnel system (civil and foreign service) in the United States, including the essentials of personnel recruitment, training, classification, testing, promotion, and employee relations and organization. *Prerequisite:* Political Science 310. (S)

PS 326. Politics of Technology. 3(3,0). This course studies the means in which public policy, politics, and technology interact and affect each other. The course will focus on the many problems associated with the development and use of technology. The course delineates the role of the state and various interest groups in shaping technological innovations. (F,S)

PS 401. Classical Political Theory. 3(3,0). This is an introductory course on the methods and the approaches to political theory. Emphasis is placed on the examination of political thoughts from the African, Asian, Greek and Roman philosophers to Machiavelli. (F,E)

PS 402. Contemporary Political Theory. 3(3,0). This course involves a survey of the dominant political views from Machiavelli to the present; emphasis is placed on nation-state theories, social contract theories and the development of various ideologies. (S,E)

PS 403. Public Finance. 3(3,0). This course is an introduction to the method and nature of government financing. This includes a study of public revenues, expenditures, debts, fiscal polities, and certain problems of government fiscal system. (S,O)

PS 405. Political Parties. 3(3,0). This course is a study of the character, struc-ture and the role of political parties in the American political system, as well as the historical development of American political parties; party platforms, nominating devices and campaign strategies.(SE)

PS 406. International Relations. 3(3,0). This course is an analysis of the strategies, political, legal, economic and ethical factors affecting rela-tions among nation-states; emphasis on the nature, scope, concept, theories, approaches, and practices of international relations. A detailed examination of the character and functioning of the interna-tional system and sub-systems. (F)

PS 410. Internship. 3(3,0). This is a course designed to provide students the opportunity to participate in politically oriented projects, includ-ing public and private agencies, political seminars and workshops, etc. *Prerequisites:* Political Science 201 or 252, and approval of the politi-cal science instructor. (S)

PS 420. Research Methods in Political Science. 3(3,0). This course is designed to expose the student to the philosophy, logic and methods of social and political analysis. The course examines the development of political science discipline; the scientific methods; ethical- issues in social science research; social measurement and research design; sampling in social research; content analysis; survey research and questionnaire design in political science. Emphasis is placed on understanding the logic and procedures of executing social science research. *Prerequisites:* Political Science 201 and 252. (F)

PS 424. Public Policy Analysis. 3(3,0). This course is open to all seniors. It focuses on both the formulation, implementation and evaluation of public policy. The course examines case studies of public policy areas such as housing, environment, social welfare, health, education, and so on. Students will have the opportunity for vigorous, theoretical and abstract thinking. (S)

PS 425. Political Science Seminar. 3(3,0). This seminar is designed to provide the student with a descriptive and critical analy-sis of the evolution and scope of political science. The seminar will facilitate an understanding of the major concepts, approaches, theo-ries, developments, trends and areas of study of the discipline. The seminar will evaluate the role of political science in its assessment of contemporary political life. Finally, the seminar will facilitate the util-ity of the students political science research skills, through the prepa-ration of a scholarly paper. *Prerequisite:* PS 420. (S)

PS 450. Topics in Contemporary Politics and Public Policy. 3(3,0). This course is designed to provide a seminar treatment of con-temporary issues and problems of politics and public policy within a national and an international context. The purpose of the course is to provide the student with a survey and an analysis of the most current issues and problems which shape politics and the formulation of pub-lic policy. (FO)

POLITICAL PHILOSOPHY

POLI-PHIL 301. Introduction to Political Philosophy. 3(3,0). This course will provide the student with a survey of the main areas of political philosophy. It is concerned with an inquiry into the kinds of questions which political philosophers ask themselves about the polit-ical world. The course will introduce the student to political theorizing as a systematic intellectual and critical enterprise. In large measure, it is concerned with how politics inform the human ethos and telos. Major political philosophers are examined as a way of informing the students political understanding and consciousness. (F)

POLI-PHIL 305. Logic. 3(3,0). This course is designed to explore the art of thinking. It will assist students in developing the skills and insights necessary in problem solving. Course will focus specifically upon the elements of logic. (S)

POLI-PHIL 405. Afro-American Political Philosophy. 3(3,0). This course is designed to provide a critical and philosophical approach to the development of black thought from the beginning of its development during the advent of slavery in America to its impact on the creation and development of black critical social theory today. *Prerequisite:* Philosophy 301. (S)

BLACK STUDIES

H 315. African-American History. 3(3,0). This course surveys the black experience in American from colonization to 1865. This course will begin with a brief survey of the African Background, but will concentrate on the development of American blacks politically, socially, and economically. (F)

H 316. African-American History. 3(3,0). This course is a survey of the black experience from 1865 to the present. The course will begin with Reconstruction and examine intensely the political, social, and economic development of blacks in the United States. (S)

H 403. African History to 1885. 3(3,0). This is a survey course of the pre-Colonial Africa, including the evolution of man and his early cultures, the rise and fall of indigenous civilizations and states, con-tracts between Africans and Europeans, and the scramble for Africa up to the Berlin conference of 1884-85. (F,O)

H 404. Africa Since 1885. 3(3,0). This course surveys the history of the region south of the Sahara. This course describes the forces which led to the partitioning of the continent, European imperialism in practice, the rise of nationalism, and contemporary Africa. *Prerequisite:* Junior standing. (S,E,)

PS 206. Black Politics. 3(3,0). This course is designed to study and critique the political activities of black people in the United States. The course aims to facilitate the kind of intellectual environ-ment within which students might develop a critical and perceptive understanding of black political activity. The course will examine the historical and contemporary socio-political contexts of current black political activity, by assessing both black electoral politics and black radical politics. It is expected that students will acquire an informed theoretical and critical understanding of black political life. (F)

PS 305. African Politics and Government. 3(3,)). This course is designed to survey contemporary politics and government in post-colonial Africa. It will provide an analysis of the historical-political factors that have shaped politics and society in Africa from the pre-colonial to the post-colonial periods. Specific emphasis will be given to the evolution of independent struggles, national liberation, neo-colonialism, the character of the post-colonial African state and the interplay of social relations in African societies. It is expected that the course will provide the student with a

theoretical, conceptual and analytical frame for understanding contemporary African politics and government. (S)

PSYCHOLOGY

PSY 101. Introduction to Natural Science Psychology. 3(3.0) The aim of this course is to introduce students to the basic concepts in the study of human behavior as a natural science. This includes exper-imentation, biological effects on behavior, sensation, perception, learn-ing, memory and intelligence. This course is required for all majors and minors, and is a prerequisite to all other psychology courses. (F)

PSY 102. Introduction to Social Science Psychology. 3(3,0). The aim of this course is to introduce students to the basic concepts in the study of human behavior as a social science. This includes development, motivation, emotion, personality, psychological disorders and social psychology. This course is required for all psychology majors and minors, and is a prerequisite to all other psychology courses. (S)

PSY 204. Abnormal Psychology. 3(3,0). A survey of the principal forms of disordered behavior, with emphasis upon causes, symptoms, and treatments. The description and analysis of major diagnostic categories will be given consideration. (F,S)

PSY 205. Psychology of Learning. 3(3,0). This course is designed to study basic problems in reference to theories of learning as developed by the authorities in this field. Experiences in the evaluation of experimental evidence relating to theories of learning will be developed. (S)

PSY 250. General Psychology. 3(3,0). The aim of this course is to introduce students to the basic concepts in the scientific study of human behavior. This includes biosocial basis of behavior and emotions, sensory and motor functions, learning personality and social psychology. *Prerequisite* for Non-Majors to all other Psychology courses. (F,S)

PSY 302. Physiological Psychology. 3(3,0). An investigation of structures and functional physiological processes of human and animal behavior. Sensory, muscular, and nervous systems and their relations to emotion, motivation, learning and behavioral responses will be studied. (F)

PSY 306. Systems of Psychology. 3(3,0). The major systems and schools of psychology such as behaviorism, psychoanalysis, existentialism, Gestaltism and biosocial therapy are studied. The differences and agreements among the various systems are examined, and special issues are appraised with particular attention to the leading proponents of each school. (F)

PSY 307. Statistics in Psychology. 3(3,0). Statistical concepts and techniques employed by the psychologist in the study of human performance and variability. Includes both descriptive and inferential statistics. *Prerequisites:* Math 150, Math 151; CS 150. (F,S)

PSY 308. Child Psychology. 3(3,0). A course which presents both the descriptive and psychodynamic aspects of individual development from birth to puberty: it includes trends in childcare, motor, emotional, intellectual and social development. The course will cover problems of infancy, pre-school years, pre-adolescence and puberty. (S)

PSY 309. Behavioral Aspects of Human Sexuality. 3(3,0). Critical consideration will be given to theory, research studies and historical and contemporary writings, interdisciplinary approaches and group discussions on human sexuality. (F)

HPSY 399. Honors Topics in Psychology. 3(3,0). A special topics seminar open to junior honor students meeting the requirements established by the department. Its purpose is to allow the occasional offering of related topics not adequately covered in any regular course available to students of the Department of Psychology and Sociology. *Prerequisite:* Consent of departmental chair, Director of Honors or Department Honors Committee, if the department has one. ( )

PSY 401. Experimental Psychology. 3(1,2). This course initiates students into the application of scientific method of study of psychological laws and principles. Laboratory experiments are performed under controlled conditions and the results related to basic psychological principles. Topics covered include perception, learning judgment, emotional reactions, and social suggestions. *Prerequisite:* Psychology
307. (F,S)

PSY 402/SOC 309. Social Psychology. 3(3,0). Human nature and behavior as influenced by the social environment, emphasizing the relationship of culture and personality and the psychological implications of individual and group differences. This course explores the theoretical and methodological bases of applications of behavioral science to social problems. *Prerequisite:* Sociology 250. (F,S)

PSY 403. Applied Psychology. 3(3,0). The application of psychology and psychological research methods to common social problems and to areas of human endeavor such as education, business, government, and professions. (F)

PSY 404. Psychology of Personality. 3(3,0). A survey of theories, methods, findings in the psychology of personality. Personality development, motivation, influences that contribute to adjustment and maladjustment, varieties of adjustive behavior and influences of cultural forces. (S)

PSY 405. Seminar in Psychology. 3(3,0). Directed studies in area approved by the instructor. Concentration on advanced psychological contributions to modern thought. Didactic conferences with instructor are a part of course requirements. *Prerequisite:* Senior standing. (S)

PSY 406. Psychological Testing. 3(3,0). This course is designed to assist students in developing psychological testing skills and techniques which can be applied in numerous fields of endeavor. It also includes the appropriate selection and interpretation of tests and test results applicable to measurement, development of skills in evaluating standardized instruments with emphasis on criteria for standardization such as validity, reliability, and norms and also research techniques in the use of tests. (S)

HPSY 499. Senior Honors Thesis. 3(3,0). Intensive study and research under faculty directions, including the writing of a thesis. Enrollment may be split between two semesters, but no grade will be given until completion of the thesis. Admission to honors candidacy is open only to senior honors students majoring in Psychology or with the approval of the departmental chair and those students who have shown a marked capability for independent study. ( )

SOCIOLOGY

SOC 101. Principles of Sociology. 3(3,0). Introduction to different perspectives, approaches, and basic concepts used in the sociological study of human social behavior. This course is the first part of a required year-long introductory course for all sociology majors and minors. (F) *Prerequisite* to all other sociology courses.

SOC 102. Introduction to Social Institutions. 3(3,0). A survey and examination of the patterned ways by which human societies deal with the basic and major needs of social life. This course is the second part of a required year-long course for all sociology majors and minors. *Prerequisite:* SOC 101. (S)

SOC 202. The Family. 3(3,0). The central thesis of this course is the problems of the family often represent a clash between the needs of the individual and requirements of the social order. Functional and social change

approaches to the problems of the contemporary American family. (S)

SOC 203. Fundamentals of Social Research: An Introduction. **3(3,0).** This course is designed to introduce the student to qualitative research methods and the scientific method as it is used in social science research. The student will be given an overview of social science research and will be expected to write a number of papers utilizing qualitative research methods such as library research, textual analysis and ethnographic field research. Three credits. *Prerequisites:* SOC 101102 and Sophomore standing. (S)

SOC 250. Introduction to Sociology. 3(3,0). The basic concepts and principles of sociology. A scientific approach to the analysis and explanation of culture, personality and social organization. (Prerequisite for Non-Majors to all other Sociology courses.) (F,S)

SOC 301. Criminology: Principles/Criminal Justice, Criminology and Penology. 3(3,0). Scientific study of the nature and cause of crime, processes of criminal maturation and criminal behavior, punishment and penal systems; correctional treatment and crime prevention.

SOC 302. Collective Behavior. 3(3,0). Group behavior from the point of view of human nature and social change. Social unrest, crowd behavior and social movements are treated as stages in the process of institutional disorganization and reorganization.

SOC 303. Urban Sociology. 3(3,0). The social, economic and polit-ical structures of cities are analyzed. The student learns how the relationships among these factors can be manipulated to affect changes in different groups of citizens in their everyday lives.( )

SOC 304. Rural Sociology. 3(3,0). Rural community life, with major attention to rural-urban contrasts, regional variations in rural socio-cultural conditions, and the relationship between agriculture and the personality, social relationships, and institutional organiza-tions of rural people. (F)

SOC 305306. Quantitative Research Methods and Statistics. 3(3,0). These courses are designed to introduce the student to both descriptive and inferential statistics as well as quantitative research methods in sociology and related disciplines. An integrated approach to the research process (from asking research questions to drawing conclusions) is the courses focus. Computer application exercises uti-lizing packaged social science computer programming such as SPSSX and/or SAS will be incorporated to facilitate course instruction. Three credits per semester. *Prerequisites:* Math 150, Math 151; CS 150 and SOC 101 and 102. Junior standing. (F,S)

SOC 307. Behavioral Aspects of Human Sexuality. (3(3,0). This course provides students with an overview of theoretical and empirical issues related to human sexual behavior. Topics covered during the course include sexology, physiology, biochemistry, anatomy, conception, pregnancy and childbirth, contraception, love and intima-cy, sexual variations, and sexually transmitted diseases. The course is open to all students who have completed the introductory psychology course (Psychology 250 or Psychology 101 and 102). (F)

SOC 308. Social Problems: Introduction. 3(3,0). Systematic treatment of problems arising out of social change and social disorga-nization. Empirical studies selected to supplement theoretical orientation-
of course material. (S)

SOC 309/PSY 402. Social Psychology. 3(3,0). Human nature and behavior as influenced by the social environment, emphasizing the relationship of culture and personality and the psychological implica-tions of individual and group differences. This course explores the the-oretical and methodological bases of applications of behavioral science to social problems. (F,S)

SOC 310. Cultural Anthropology. 3(3,0). This course examines the following topics: (1) the evolution of man; (2) the basic concepts in linguistics; (3) preliterate cultures; (4) methods of research; (5) approaches to anthropology; (6) culture change and applied anthro-pology; (7) current controversies. *Prerequisite:* Junior standing. (F,)

SOC 311. Racial and Ethnic Minorities. 3(3,0). The nature and significance of minority differences (racial, ethnic, religious, etc.) for distributive patterns and social relationships. Dominant-minority group patterns in America. Tactics and strategies in eradication of inequality. *Prerequisite:* Junior standing. (S)

SOC 312. Medical Sociology. 3,(3,0). Medical Sociology examines the social definitions and correlates of health and illness, and those individuals who seek to provide health and medical care. The profes-sions of medicine are examined, as are modern institutions such as hospitals and insurance companies. Alternatives to traditional west-ern medicine will be considered and critical issues currently facing the medical establishment will be examined. (S)

SOC 314. Sociology of Education. 3(3,0). Social determinants of academic achievements; education, socialization, and the world of work; teacher-student relationships and social class; current issues affecting social aspects of education. ( )

SOC 316/SW 415. Gerontology I. 3(3,0). A survey of the field of social gerontology, with particular emphasis on cross and subcultural values affecting the position and status of the aged; the biological, psy-chological, and social aspects of aging; the impact of the aging popula-tion on American society, and social problems relating to aging. *Prerequisite:* Junior standing and approval of instructor. (F,S)

SOC 320. Personality, Culture and Society. 3(3,0). Socialization processes, including early childhood training and rites of passage, per-sonality and national character; cultural definitions of emotion and stress responses. ( )

SOC 321. Social Change. 3(3,0). Theories and processes of social and cultural change in community and society; mechanisms for coping with change; models of directed social change and proposals for the critical analysis of planned action programs. *Prerequisite:* Junior standing. (F)

SOC 322. Population and Demography. 3(3,0). Population size, distribution, composition, and processes; social and economic determi-nants and consequences of demographic variations; methods of mea-surement. *Prerequisite:* SOC 305-306 (S)

HSOC 399. Honors Topics in Sociology. 3(3,0). A special topics seminar to junior honor students meeting the requirements estab-lished by the department. Its purpose is to allow the occasional offer-ing of related topics not adequately covered in any regular course available to students of the Department of Psychology and Sociology. *Prerequisite:* Consent of departmental chair, Director of Honors or Department Honors Committee, if the department has one. ( )

SOC 401/CJ 302. Juvenile Delinquency. 3(3,0). The juvenile delinquent society; theories of delinquency causation and methods of correction and prevention from the viewpoint of personality disorga-nization. The course will also study the juvenile courts and other insti-tutions as they relate to treatment methods and aftercare. *Prerequisite:* SOC 101-102 and Junior standing ( )

SOC 402. Sociological Theory: Introduction. 3(3,0). A system-atic study of the major sociological theories from Comte to present. Emphasis is placed on the development of conceptual framework basic to understanding

of sociological materials and the contributions of various writers to the field. *Prerequisite:* SOC 201. (F)

SOC 404. Sociology Seminar. 3(3,0). Designed to fuse the objec-tives for majors in sociology through reevaluation of the basic termi-nology concepts, principles and literature pertinent to the discipline of sociology. Empirical and theoretical research activities, critiquing of significant articles, and discussion of current problems in sociology will be required. (S)

SOC 405. Field Experiences in Applied Sociology. 3(3,0). This course is designed to provide upper-level students with supervised field experience in a community organization, social service agency or social change organization. The instructor will establish contact with the sponsoring organization to structure the student s practical expe-riences to meet the needs of both the student and the sponsoring orga-nization. As a part of the field experience, students are expected to develop a daily log of activities and final practicum report. *Prerequisites:* Senior status or a minimum of 24 semester hours in Sociology including SOC 203 and SOC 305-306 with a cumulative grade point of 2.00 or better and the con-sent of the instructor. ( )

SOC 416/SW 416. Gerontology II. 3(3,0). This course deals with the principles and techniques essential in social work with the aged, as well as a concentration of death, dying and working with the dying individual and the family. *Prerequisite:* SOC 316/SW 415 or approval of the instructor. (F,S)

HSOC 499. Seniors Honors Thesis. 3(3,0). Intensive study and research under faculty direction, including the writing of a thesis. Enrollment may be split between two semesters, but no grade will be given until completion of the thesis. Admission to honors candidacy is open only to senior honors students majoring in Sociology or with the approval of the departmental chair and those students who have shown a marked capability for independent study. ( )KIKIK

DEPARTMENT OF VISUAL AND PERFORMING ARTS

ART EDUCATION

ARED 112. Practicum in Art for Kindergarten and Elementary School 2(0,2). This course provides laboratory experience as a teachers aid. Activities include presenting selected studio art projects to pre-school, kindergarten, and elementary school students. Prerequisite: Three credits in a studio area. ( )

ARED 213. Crafts. 3(0,3). This course explores several crafts media including metalwork, jewelry, weaving, textile printing, and woodwork. It is required of all art education majors, and it is an elective for students in other departments. ( )

ARED 214. Weaving. 3(0,4). This course consists of basic weaving structure, loom-controlled and hand-manipulated. Prerequisite: At least one course in crafts or permission of the instructor. ( )

ARED 312. Practicum in Art for Middle and High School Students. 3(0,3). This course provides a laboratory experience in teaching selected art projects to middle and high school students in and around the Orangeburg area. The course includes readings, critiques, and discussions by experienced art teachers. ( )

ARED 315. Art for Children. 3(0,3). This course provides two- and three dimensional laboratory experiences in painting, drawing, sculpture, graphics, and crafts appropriate for children in elementary school. Emphasis is placed upon developing skill in handling tools and materials, and safety concerns Other activities include using knowledge of formal and aesthetic design principles in art making, analyzing visual arts in relation to history and cultures, assessing the characteristics and merits of artwork by children, and making the connections between visual arts and other disciplines. ( )

ARED 412. Teaching Art to Disadvantaged Students from Low Socio-economic Backgrounds. 3(1,2). This course concentrates on methods of teaching visual awareness to students from low socioeconomic groups and the use and selection of art works, art projects and subject matter related to their backgrounds and experiences. Observations and practice of procedure in schools in and around Orangeburg are also required. *Prerequisite:* Education 204. ( )

ARED 413. Philosophies and Readings in Art Education. 3(0,3). This course is a study and discussion of philosophical backgrounds and current research in art education. ( )

ARED 414. Art in the Secondary School. 3(0,3). This course includes materials and procedures for teaching art in the secondary school, designing curriculum and lesson plans, and practice in classroom management techniques. (F,E)

ART HISTORY

ARTH 215. The History of Western Art I. 3(3,0). A survey of the visual arts from prehistory through the early Renaissance. The analysis, identification, and discourse on significant art works though exploration of aesthetics, terminology, media, principles, techniques, and styles. (F)

ARTH 216. The History of Western Art II. 3(3,0). A survey of the visual arts from the European Renaissance through the end of the 2oth Century. The analysis, identification, and discourse on significant art works through exploration of aesthetics, media, principles, techniques, and styles. Taught from a socio- and multi-cultural perspective. (S)

ARTH 415. African-American Art History 3(0,3). A survey of the artworks from colonial times to the present. Readings, discussions and slide presentations used to parallel African-American art trends with prevailing American experimental tendencies are included in its content. *Prerequisite:* Arts 250 or permission of instructor. (S)

ARTH 420. Modern and Contemporary Art and Theory. 3(3,0). A survey of the visual arts from the middle of the 19th century through the present. The analysis, identification, and discourse on significant art works. Exploration of aesthetics, critical theory, and philosophy in the analysis of art and its effect on contemporary art and culture. (F)

MUSEUM COURSE

ARTH 315. Art Exhibition Techniques. 3(0,3). Theoretical and planning activities related to exhibition techniques; exhibition spaces, installation strategies, preparing brochures and publicity materials for exhibitions and discussion of exhibition concepts. Other practical aspects include scheduling and conducting group tours of exhibitions and crating and shipping art works. (F,S)

ART APPRECIATION

ART 250. Art Appreciation. 3(3,0). This course is an introductory survey into the realm of visual art. Painting, sculpture, architecture and the minor arts are studies in this course. The aim of art appreciation is to develop an understanding of humanitys long struggle to communicate through the visual arts, from prehistoric times to today. Art principles, techniques and media are studied. (F,S)

STUDIO ART

ARTS 115. Fundamentals of Design I-2D. 3(0,6). A basic exploration of the fundamentals of visual design and principles of artistic organization. The use of line, shape, value, texture, and color in the development of

effective visual expression is explored through the use of a variety of two-dimensional media and activities. (F,S)

ARTS 116. Fundamentals of Design II-3D 3(0,6). A continuation of Arts 115. Emphases are placed on experimentation with three-dimensional elements and materials and introductory design techniques. *Prerequisite:* Arts 115 or permission of instructor. (F,S)

ARTS 215. Drawing and Composition I. 3(0,6). An introduction to basic drawing skills and visual organization. It stresses exploration of drawing techniques through the use of the still life and the introduction of drawing materials, including pencil, charcoal, brush and ink, conte, pastels. Studio. *Prerequisite:* Art 115 or permission of instructor. (F, S)

ARTS 217 Painting I. 3(0,6). Introduction to painting techniques, materials, and concepts, and media including water color, acrylic, tempera, and oil. Analysis of form, content, and use of color in compositions. *Prerequisite:* ARTS 115 or permission of instructor. (S)

ARTS 218 Ceramics I. 3(0,6). An introduction to the materials and techniques of ceramic art through pinching, coiling, and slab construction in clay as well as an introduction to throwing on the potters wheel. *Prerequisites:* Arts 116 or permission of instructor (F)

ARTS 219. Printmaking I. 3(0,6). This course is a study of the processes involved in making and printing relief. Emphasis is placed on control of techniques and creative artistic expression. Process including linoleum and woodcuts. *Prerequisite:* ARTS 115 or permission of instructor. (F)

ARTS 220 Sculpture I. 3(0,6). Study of three-dimensional design through a focus on media, form, and content. Development of a visual sensitivity to three-dimensional composition as well as a conceptual sensitivity to the relationship between form and content. Introduction of a variety of construction techniques in wood, plaster, metal, and found objects used in three-dimensional work. *Prerequisite:* Arts 116 or permission of instructor. (S)

ARTS 221 Photography I. 3(0,6). An introductory course to black and white photography. Students will learn how to shoot and develop negatives and print enlargements. They will also learn the standards of mounting, matting and framing fine art photography. This course is taught through lectures, demonstrations, hands-on training, research and presentations, and group and individual critiques. (F)

ARTS 223 Digital Media I. 3(0,6). An introduction to design concepts, theory, and methods. Students are introduced to a broad range of traditional tools and toolsets from various computer applications to utilize for design projects. Content focuses on the use of artistic innovation in visual, perceptual, and conceptual elements. *Prerequisites:* ARTS 115, ARTS 215, or permission of instructor. (F)

ARTS 233 Digital Illustration and Painting. 3(0,6). The computer as a drawing, illustration, and painting tool, and the use of color in the unique digital environment. Processes covered include scanning, digital painting techniques, and basic color theory and application. *Prerequisite:* ARTS 223 or permission of instructor. (S,O)

ARTS 235 Digital Imaging. 3(0,6). Professional studio techniques in Adobe PhotoShop including photo scanning, image correction and manipulation, and special effects. Emphasis on technical proficiency and use of aesthetic judgment. Content also includes preparing digital images for print, the web, and interactive media use as well as digital camera aesthetics. *Prerequisite*: Arts 223 or permission of instructor. (S,E)

ARTS 315. Drawing & Composition II 3(0,6). This course is an intermediate level, dry and wet media experience in drawing materials. Primary emphasis on exploring perspective techniques, creative problem solving, color usage, and themes such as still life, landscape, and the human figure. *Prerequisite:* ARTS 215. (S)

ARTS 317. Painting II. 3(0,6). Intermediate course with emphasis on reinforcing technical skills, formal compositional and aesthetic concerns and painting the human figure. Individual expression is encouraged through a series of larger works. *Prerequisite:* ARTS 217 or permission of instructor. (F)

ARTS 318. Ceramics II. 3(0,6). Concentration on development of throwing skills with a focus on the cup, bowl, plate, pitcher, and teapot. Experience with glaze experimentation in the form of tri-axial blends as well as slip formulation. *Prerequisite:* ARTS 218 or permission of instructor. (S,E)

ARTS 319. Printmaking II. 3(0,6). This course is a study of processes related to intaglio printmaking as a tool for artistic expression. Techniques include etching, drypoint, aquatint, color intaglio, and engraving. Studio. *Prerequisite:* ARTS 219 or permission of instructor. (F,E)

ARTS 320. Sculpture II. 3(0,6). Concentration on woodworking skills, construction, and carving in wood. Introduction to casting in clay, wax, and other materials. Further development of content and its relationship to medium. *Prerequisite:* ARTS 220 or permission of instructor. (F, O)

ARTS 323. Electronic Page Design. 3(2,4). Theories, processes, and applications of layout and page design in the digital environment. Course content includes desktop publishing, poster layout/design, promotional design, editorial design, and publication design. *Prerequisites:* ARTS 233 or 235 or permission of instructor. (F)

ARTS 328. Ceramics III. 3(0,6). Concentration on hand building skills, knowledge of raw materials through experimentation with clay and glaze chemistry. Introduction to kiln stacking and firing and continued glaze and clay experimentation, and specialized kiln firing such as raku and reduction methodology. Research in clay and glaze technology. *Prerequisite:* ARTS 318 (S,O)

ARTS 329. Lithography. 3(0,6). This course is an in-depth exploration of lithographic printmaking processes. Specific attention is focused on printing lithographs from stones as well as metal plates. Black-and-white and color printing is also explored. *Prerequisite:* ARTS 319 or permission of instructor. (S,O)

ARTS 330. Sculpture III. 3(0,6). This course explores sculptural form through the fabrication techniques in metals. Students learn braising and soldering, oxyacetylene and arc welding. Further development of content and its relationship to medium. *Prerequisite:* ARTS 320 or permission of instructor. (F,E)

ARTS 333. Web Page Design. 3(2,4). Critical assessment of aesthetic and technical aspects of web design. Students develop fundamental skills in web authoring, imaging, and animation using computer software. Emphasis on effective design interfaces with Web page design; new software; and exploration of new technical information for working with links, image maps, hotspots, and site management. *Prerequisites:* ARTS 323 or permission of instructor. (S)

ARTS 335. Motion Graphics & 2-D Animation. 3(2,4). The theory, application, and processes of 2-D animation in the digital environment. Content covers graphics for television and film titles, and animated logo development. Emphasis on developing timing, staging, and fluid movement in animated creations as well as storyboarding ideas. *Prerequisites:* ARTS 333; may be taken concurrently with ARTS 333-permission of instructor required. (S,O)

ARTS 423. Sequential Arts. 3(2,4). The theories, techniques, and technologies of sequential (time-based) digital media. Content focuses on digital video recording, production, and digital aesthetics. Conventional skills such as drawing and storyboarding are required for this course. *Prerequisites:* ARTS 335 or permission of instructor. (S,E)

ARTS 433. Interactive Design. 3(2,4). The aesthetics of combing digital media elements and issues surrounding coherence in nonlinear environments, and the interface of multimedia and the viewer. Students are introduced to authoring techniques and technologies along with arranging text, graphic images, and sound into cohesive multimedia presentations. *Prerequisites:* ARTS 423 and ARTS 335 or permission of instructor. (F,O)

ARTS 440. Independent Study in Art. 3-6(0,3-6). Students in this course develop a specialized body of artwork in consultation with a faculty advisor. Students must be at an advanced level, sign a contract of intent, and have permission of the instructor and chairperson for enrollment. *Prerequisites:* Twelve hours of courses in concentration area and permission of the instructor. ( )

ARTS 445. Professional Internship ART. 3-6(0,3-6). Students secure an internship in their area of expertise to gain valuable work place and industry skills. *Prerequisite:* acceptance in an internship position and permission of the instructor and chairperson. ( )

DRAMA PROGRAM

D 011-01. Drama Laboratory Performance. 1(1,0). This course is a laboratory with emphasis on performance. (F)

D 011-02. Drama Laboratory Technical. 1(1,0). This course is a laboratory with emphasis upon technical theatre. (F,S)

D 200 Interpretative Reading. 2(2,0). Practical experiences and theory in the techniques of interpretive reading with great stress upon the oral study of acting. (F)

D 201. Theatre Management and Community Drama. 1(2,0). Theories and principles of theatre management: emphasis will be placed upon publicity, ticket control, house management, budget, as well as upon developing and organizing the community theatre. The laboratory includes the use of adults in the community. (F)

D 205. Acting I: Elements of Acting. 3(3,0). The techniques of **act**-ing, character analysis, creative pantomime, voice and diction, inter-pretation. Participation in the Henderson-Davis Players is required. (F)

D 206. Stagecraft. 3(3,0). Practical experiences and theory in the designing of stage sets, construction of scenery, lighting the stage, and costuming a play. Students are required to participate in the Henderson-Davis Players. (S)

D 254 *(Formerly D 204).* Introduction to Theatre. 3(3,0). A sur-vey of theatre forms, techniques, and practices, including the basic aspects of acting, staging, and producing a play A significant focus of the course is a reading of culturally diverse plays. (F,S)

D 301. Stage Lighting. 3(3,0). A study of light sources, control of lights, types of stages and theatres, styles of production, supervision of lighting programs. Each student will be required to design and light a production (F)

D 302. Stage Makeup. 1(2,0). The study of stage makeup tech-niques/ designs, practices and equipment. Each student will be required to design and execute the makeup for a major or laboratory production. (S).

D 305. Direction of Plays. 3(3,0). A laboratory-lecture course with emphasis upon the origin and development of play direction: basic principles, movement, pantomime, composition, picturization, and rhythm are given. Students must participate in the directing of a lab-oratory production. (F)

D 306. Advanced Technical Production. 3(3,0). This course embraces theory and stage practice in the planning, construction, and operation of stage production elements and related equipment. (F)

D 307. History of Costume and Design. 3(3,0). A study of the history of costume from ancient to modern times; consideration of the relationship of costume and stage design in the planning of theatre productions. Some attention is given to the planning and construction of costumes and stage designs for various plays. (F)

D 308. Childrens Theatre and Creative Drama. 3(3,0). A practicum in play production, selection and analysis of dramatic liter-ature designed and performed specifically for children. College stu-dents are required to perform in laboratory Childrens theatre pro-ductions and relate the logical extension of the artistic experience to the elementary classroom setting. Emphasis is placed on ways and means of using creative drama in the classroom. The campus demon-stration school is used as a laboratory. The Childrens Theatre work-shop will be used for "nucleus activity." (F)

D 309. Black Drama. 3(3,0). A historical and contemporary study of significant developments in the theatre of Black Americans since 1900 as reflected through the major playwrights and theatre organizations. The course also examines plays, theatre people, and actors of Black America, both past and present. (S)

D 310. Acting III: Advanced Acting. 3(3,0). This course focuses upon acting, theories, advanced techniques in acting, and styles of act-ing. (S)

D 311. Advanced Stage Lighting. 3(3,0). This course includes the following: assigned problems and criticism in designing lighting for plays, musicals, indoor/outdoor pageants, and an evaluation of the methods and styles of stage lighting. (S)

D 322. Acting II: Movement for the Actor, 3(3,0). This course includes a study/performance of the physical and vocal demands to create a role for the stage. The course will involve intensive work to train the actors speaking voice and body for types of stage movement. course materials will include audition techniques, sight-reading, role analysis, and physical exercises for the body. (S)

D 403. Playwriting. 2(2,0). Emphasis is placed on materials, characters, conflict, unity, dramatic action, suspense, and the writing of the dialogue. The writing of a one-act play, a childrens play, or a his-torical pageant drama forms the basis of the course. (S)

D 405. History of the Theatre. 3(3,0). A course which embraces a survey of plays, playwrights, actors, modes of production, and the physical development of the theatre from the time of the Greeks to the present. (F)

D 410. Modern Drama. 3(3,0). A study of representative European, British and American plays from 1850 to present. Emphasis is placed on the literary qualities and social significance of the plays, rather than on the history of the theatre. (F)

D 411. Seminar in Drama. 2(2,0). Although the course will embrace world drama, its major focus during a semester will be upon a single aspect of the subject-African, American, classic French, Irish, Jewish, Oriental, Chinese, Spanish, Russian, or some other similar drama: or, its major focus during a semester will be upon a person who has made a significant contribution to the theatre- Baraka, Brecht, Bullins, Chekhov, Soyinka, Beckett, Ibsen, ONeill, Strindberg, T. Williams, or a similar contributor. Students will engage in research and symposia, as well as assist in selecting persons who are knowl-edgeable in dramatic literature and are invited to lecture in the

course. The seminar is a requirement for all majors in drama. *Prerequisite:* Junior standing. (S)

MUSIC THEORY AND HISTORY

MU 098. Basic Musicianship. 2(2,0). A study of the rudiments of music, major and minor scales, intervals, simple chord construction, rhythmic drills, etc. (*For music majors only*.) (F)

MU 107/108. Theory, Musicianship and Counterpoint. 2(3,0). Basic vocabulary; notations; pitch- and time-values; rhythms, har-monic tetrachord; time beating patterns; diatonic and chromatic scales; intervals; triads; seventh chords; melodic modulations; trans-positions. (F,S)

MU 127-128. Ear-Training, Sight-Singing, Keyboard Harmony. 2(3,0). Sight-singing and ear-training; solfege of intervals, scales, melodies in various rhythms; melodic and rhythmic dictions. Emphasis is on singing from score, principle; aural analysis of melody and harmony. Keyboard practice, functional piano technique devel-oped; ability to play primary chords in all keys; to harmonize simple melodies and to improvise basic rhythms. Elements of forms in com-position; analysis and creative work. (F,S)

MU 207/208. Theory, Musicianship and Counterpoint. 2(3,0). Continued part-writing in free contrapuntal style: Three- and four-part harmonizations of given bass and soprano, using chords and their inversions; modulations, sequences; seventh, ninth and augmented sixth chords; continued figured bass melodies from the chorales of J.S. Bach; continued transportations and modulations. Counterpoint; three-part strict counterpoint in all five species. *Prerequisite:* Music
107108.(F,S)

MU 227-228. Ear-Training, Sight-Singing, Keyboard Harmony. 2(3,0). Continuation of sight-singing and ear-training through more advanced literature multi-part dictation. Continuation of keyboard practice; the playing of chords, in all keys; transposition and modulations; improvisations. Simple homophonic forms of composition; analysis and creative work. *Prerequisite:* MU 127128. (F,S)

MU 307308. 3(3,0). Counterpoint I and II. Analysis and writing in the style of vocal music of the late Renaissance and contrapuntal style of the late Baroque era.

MU 404. Form and Analysis. 2(2,0). Figures, motives, sections, phrases, periods, small and large binary and ternary form, trio form, rondo, sonatina; sonata form as exemplified in sonatas for various instruments and combinations of instruments, including the symphony orchestra; variation form; passacaglia; chaconne, fugue; free forms; elements of form in contemporary music. Harmonic analysis. *Prerequisites:* MU 207208 and MU 227228. (F,S)

MU 409. Scoring and Arranging. 2(3,0). Scoring and arranging for choral groups, modern band, and orchestral instruments. Arrangements for strings, woodwinds, brass combinations, and orchestration of compositions by romantic, classical, and modern composers. (F,S)

MUSIC EDUCATION

MUED 103-104, 213-214, 323324, 433-434. Piano Classes. 1(1,0). Functional piano technique is developed in three courses, including the ability to harmonize simple melodies and to read and play community songs at sight; keyboard harmony is introduced. (F,S)

MUED 300. Music for the Classroom Teacher. 3(3,0). For elementary education majors. Includes experiences in listening, singing and playing of rhythmical instruments. Emphasizes study of responses and rhythmic activities in young children and the development of the child. (F,S)

MUED 301. Music in the Elementary School 3(3,0). Music in the elementary curriculum; creating a musical environment in the classroom. The child voice, role songs, development of rhythmic and melodic expression, directed listening, experimentation with percussion and simple melodic instruments. Singing, listening, and rhythmic programs; creative activities. Instructional materials. (F)

MUED 302. Music in the Secondary School. 2(2,0). Current trends organization and administration; the adolescent personality. Voice testing and classification. The general music class; centers of interest and resource unit; the listening program and creative activities. The instrumental program, audiovisual aids, curriculum and scheduling. Elective classes in theory and appreciation. Literature for vocal and instrumental ensembles. Assemblies, concerts, public performances. *Prerequisite:* MU 301. (S)

MUED 303. Essentials of Conducting. 2(2,0). This course consists of basic conducting techniques: visual metric patterns, use of the baton, dynamic indications, cueing, rehearsal and performance organization; application. (F,S)

MUED 304. Choral Conducting. 2(2,0). This course is a continuation of Essentials of Conducting. Its content includes principles, techniques and problems in choral conducting and training choruses; voice production, intonation, rhythm, diction, and tone color; organization of school, church and civic choral groups; repertoire building; experience in conducting various ensembles; additional required laboratory periods in choral organizations for secular and religious literature of all periods; excerpts from cantatas and oratorios; materials, techniques and problems in organization of high school choruses. (F,S)

MUED 309. Instrumental Conducting. 2(2,0). This course is an essential for score reading, techniques of the baton; attacks release, diatonic intonation, interpretation; experience in conducting bands and smaller instrumental groups; periodic literature for band and orchestra and administration of high school bands and orchestras; and practical exercises in arranging instrumental solos and other instrumental literature for various media. (S)

MUED 331. Brass Methods Class. 1(2,0). Class instruction in brass instruments. Concert embouchure, tone production, and execution. Knowledge of basic playing techniques and fingering on all brass instruments. Participation in beginning band or orchestra. (F,S)

MUED 341. Woodwind Methods Class. 1(2,0). Class instruction in woodwind instruments. Correct embouchure, tone production, and execution. Knowledge of basic playing techniques and fingering on all woodwind instruments. (F,S)

MUED 351. Percussion Pedagogy Class. 1(1,0). This course is to acquire myriad knowledge of modern techniques in playing mallet instruments, timpani, snare drum, world percussion, and multiple percussion instruments, in a group setting. It is an ensemble approach to teaching and learning percussion instruments. Students perform, compose/arrange, and conduct using various percussion configurations.

MUED 361-462. Stringed Instruments Class. 1(2,0). Instruction in violin, viola, cello and string bass. Problems of tone production, right-and-left-hand technique. Knowledge of fingering, shifting, position work, bowing, vibrato. (F,S)

MUED 407. Choral Methods and Materials. 2(3,0). Methods of teaching choral music in the secondary school, including analysis of texts and literature relative to vocal music programs, program building, and concept planning. (F)

MUED 408. Instrumental Methods and Materials. 2(3,0). This course stresses methods of teaching instrumental music in the secondary schools including an analysis of texts and literature for the concert band, marching

band, orchestra and small ensembles. The course stresses representative material on thinning related responsibilities of the instrumental music teacher. (F)

MPCM 155-456. Percussion Instruments. 1(1,0). It offers diverse and up-to-date viewpoints on performance, interpretation and technique in a uniquely interactive program of study in the mallet studio, timpani studio, multipercussion, and theatrical percussion studios. The program is designed to encourage a learning process in which musical diversity stimulates and sustains creativity and thoughtfulness in the percussive performance arts. Jury examination required at end of semester. Required is attendance at percussion recitals, master classes, and participation in the percussion studio or mallet ensemble. Each student is required to own the appropriate mallets, sticks, tambourines, and triangles.

MUPC 051-058. Percussion Ensemble. 1(1,0). The SC State Percussion Studio Percussion Ensemble, directed and conducted by James Orlick, focuses its' repertoire on the seminal works of the 20/21st centuries. Although a relatively new art form, the percussion ensemble repertoire spans nearly 100 years. From the powerful works of iconoclast Edgar Varese to his modern day counterpart, Frank Zappa, to the cutting edge compositional styles of Philip Glass. The SC State Percussion Studio Ensemble explores the entire range of styles and mediums, including world music. Finally, the Percussion Studio Ensemble is a rich venue in which SCSU student and faculty composers' works are performed. Important theatrical/ percussion works by such composers as Stockhuasen, Kagal, Henze and other influential composers of our time are also presented.

The SCSU Percussion Ensemble presents one major concert each semester. The ensemble meets for 3 hours during the concert preparation period, per week. Repertoire is far ranging including percussion ensemble classics, world premiers, experimental, world music, commercial, with film, with dance, painterly, and with mixed ensembles.

MUPM 05101. Mallet Ensemble. 1(1,0). The SC State Percussion Studio Mallet Ensemble, directed and conducted by James Orlick, focuses its' repertoire on the seminal mallet works. The mallet ensemble will present an array of works, transcriptions from all periods of music to premieres of marimba choir works. The SCSU Mallet Ensemble presents one major concert each semester. The ensemble meets for 3 hours during the concert preparation period, per week. Repertoire is far ranging including percussion ensemble classics, world premiers, experimental, world music, commercial, with film, with dance and painterly.

MUSIC GENERAL

MU 452. Diction for Singers. 1(1,0). A study of Italian, French, and German diction as it relates to singing. The international phonetic alphabet will be studied. Emphasis will be placed on clarity of enunciation, articulation, and purity of vowels.

MUSIC PERFORMANCE

All Performance majors will receive 2 semester hour credits for applied courses and ensembles.

MU 099. Recital Hour. 0(1,). Weekly performance and seminar period for all music majors. Required each semester for a total of 7 8 semesters.

MU 011018. Band. 1(1,0). Provides prospective high school band directors with the experience and training afforded by performing in a college marching band. (F)

MU 021028. Concert Choir. 1(1,0). Study, rehearsal, and concert performance of extended choral works. Audition required.

MU 031-038. Jazz Ensemble. 1(1,0). Study, rehearsal, and concert performance of various periods and styles. *Prerequisite:* Audition and consent of instructor. (S)

MU 041048. Concert Wind Ensemble. 1(1,0). Study, rehearsal, and concert performance of various periods and styles. (S)

MU 051058. String Ensemble. 1(1,0). Study, rehearsal, and concert performance of various periods and styles. (F,S)

MU 111, 112, 211, 212, 311, 312, 411, 412. Voice Classes. 1(1,0). Development of a basic foundation in posture, breathing, attack, agility, articulation, shading, control of power and diction. One credit each semester.

MU 115-116. Voice. 1(1,0). Development of a thorough foundation, posture, breathing, attack, agility, articulation, shaping, control of power; diction. Vocalises, simple folk and art songs from Clippinger: Vocal Methods; Tchaikovsky: A Legend; Bohm: Still As the Night; Rachmaninoff: Lilacs; Franz: Dedication; Gantz: A Memory; Deis: Waiting; Vaughan-Williams: Silent Noon; Greig: By the Brook. (F,S)

MU 125-126. Organ. 1(1,0). This course stresses fundamentals of Manual and Pedal Techniques, Principles of registration, hymn playing; Gleason: Methods or Stainer, The Organ; Telemann (and other German masters): Choral Preludes. (F,S)

MU 215-216. Voice. 1(1,0). Continuation of foundation development. Arias and songs of classic to contemporary periods. Style and interpretation. Purcell: Evening Hymn; Greig: I Love Thee; Quilter: To Daisies; Handel: Care Selve; Handel: Whereer You Walk; Quilter: Go Lovely Rose; R. Thompson: Velvet Shoes; Durante: Vergin, tutto Amor; Giordani: Caro mio ben; Brunean: Lheureaux Vagabond; Debussy: Beau Soir. (F,S)

MU 225-226. Organ. 1(1,0). This course consists of hymn and service playing. Bach "Eight Littler Preludes and Fugues; Bach: Choral Preludes (selected); Other selected pieces. (F,S)

MU 315316. Voice. 1(1,0). Development of repertoire, style and interpretation through material of greater difficulty. Monteverdi: Lasciatemi Morrie; Faure: Apre Un Reve; Kotchetoff: Tell, 0 Tell Her; Purcell: Come Unto These Yellow Sands; Quilter: Now Sleep the Crimson Petal; Debussy: Romance; Dunhill: The Clothes of Heaven; Bassani: Posate, Dormite: Madnikoff: The Hills of Gruzia. (F,S)

MU 325326. Organ. 1(1,0). Bach: Liturgical Year; Mendelssohn: Sonatas; works of Brahms, Dupre, Franck, Widor. (F,S)

MU 415416. Voice. 1(1,0). Continuation of development of repertoire, style and interpretation through material and vocal literature of greater difficulty. Selections from Samuel Barber, Schubert, Schumann, Wolf, Brahms, and Strauss. Sibelius: From the North; Brahms: 0 Death Thou Art the Cooling Night. Preparation for senior recital. (F,S)

MU 425426. Organ. 1(1,0). Bach: Toccata and Fugue in D Minor, Fugue in G Minor, Choral Preludes; Dupre: Antiphons; Franck: Prelude, Fugue and Variation, Patorale, Piece Heroique; Karg-Elert: Seven Pastels, Choral

MU 453,454,457. Opera Workshop. 3(3,0) Study, rehearsal and performance of extended opera works.

MU 135436. Brass Instruments. 1(1,0). Breathing; elementary embouchure and tone production; tonguing as applied to various instruments; coordination of tone production habits through progressive major and minor scales; practical problems of artistic performance.

*Cornet and Trumpet*Complete teaching for cornetBeeler, Waler, Boosey and Hawkins; 1952. Second Book of Practical Studies for Cornet and TrumpetRobert Getchell: Hovey, Nib, Belwin, Inc. 1948. Intonation, embouchure techniques, breath control and tone quality, articulation, reading, style, performance techniques. Studies: Ruband Advance Method.

*French Horn*Breathing, embouchure and tone production; tonguing; progressive major and minor scale technique; practical problems of artistic performance. Studies: Rubank, Intermediate Method for French Horn; Modern Pares Foundation; Studies: Whistler. Daily Exercises for French Horn Intonation, embouchure techniques, breath control and tone quality, articulations, reading, style, performance techniques. Studies: Rubank, Advanced Method for French Horn.

Thorn bone and BaritoneBreathing, elementary embouchure and tone production; tonguing as applied to various instruments, coordination of tone production habits through progressive major and minor scales; practical problems of artistic performances. Studies: Arbans-Prescott Method for Trombone-Baritone Carl Fisher, Inc. Rubank, Inc. Modern Pares Foundation. Studies for Trombone and Baritone Whistler. Intonation, embouchure techniques, breath control and tone quality, articulations, reading, style, performance techniques. Rubank, Advanced Method for Trombone and Baritone.

*Tuba*Breathing, elementary embouchure and tone production; tonguingas applied to various instruments; coordination of tone production habits through progressive major and minor scales; practical problems of artistic performances. Studies: Rubank Intermediate Method for BrassSkornicka and Boltz, Rubank, Inc. First Book of Practical Studies for Tuba. Vandercook Etudes for Bass.

*Flute*Major and minor scales through five sharps and five flats. Emphasis on fingering and tonal development. Studies: Soussmann, Complete Method for Flute; Anderson, Bizet, Minuet; Mozart, Adagio. All major and minor scales throughout the practical performing range.
Emphasis on sight-reading. Cavally, Melodious and Progressive Studies for Flute, Soussmann. Bach, Suite in B Minor; Handel, Sonatas. Continued scale study, emphasis on performing literature.

MU 145-446. Woodwind Instruments. 1(1,0).

*Oboe*Major and minor scales through five sharps and five flats. Emphasis on fingering and tonal development. Studies: Ferling, 144 Preludes and Studies; Barett, Complete Method for Oboe. Franck, Piece V; Piece in G Minor. All Major and Minor Scales throughout the practical performing range. Emphasis on sight-reading. Reed adjustment. Scale study, emphasis on performing literature. Reed making. Tustin, Studies; Prestin, Handel, Sonata in G Minor, Goosens, Concerto. Continued emphasis on performing literature. Studies: Orchestral Literature.

ClarinetMajor and minor scales through five sharps and five flats. Emphasis on fingerings and tonal development. Studies: Klose, Celebrated Method for Clarinet and Rose, 32 Etudes. Stubbins, Recital Literature for the Clarinet, Vol II. All Major and minor scales throughout the practical performing range. Emphasis on sight-read-ing. Reed adjustment. Klose, Rose 40 Etudes.

*Saxophone*Major and minor scales through five sharps and five flats. Emphasis on fingerings and tonal development. DeVille, Universal Method; Edressen, Endrejen, Supplementary Studies. All major and minor scales through the practical performing range. Emphasis on sight-reading. Reed adjustment. Studies: DeVille, Rascher, Top Tones for Saxophone. Bozza, Aria, Casadeus, Ronance. Continued scale study, emphasis on performing literature. Introduction to jazz improvising. DeVille; Rascher, 158 Saxophone Exercises. Creston, Sonata; Debussy, Rhapsodie; Fasch, Sonata; Music Minus One Saxophone.

*Bassoon*Major and minor scales through five sharps and five flats. Emphasis on fingerings and tonal development. McDowell, Practical Studies, Bk. 1; Kovar, 24 Daily Exercises; Wessenborn, Practical Method Bassoon. All major and minor scales throughout the practical playing range. Emphasis on sight-reading. Reed adjustment and making. Studies: Wessenborn, Method for Bassoon; Kovar, 24 Daily Exercises; McDowell, Practical Studies, Bk. II. Continued scale study, emphasis on performing literature. Pierne, Concert Piece; Galliard, Sonatas; Mozart, Concerto. Continued emphasis on performing litera-ture. Orchestral Studies; Orchestra Passages.

MU 155-456. Percussion Instruments. 1(1,0).

Snare DrumFundamentals, military techniques, reading control. MalletsFundamentals, reading techniquemusical orientation. Studies: Price, Beginnings Snare Drum; Goldeberg, Mallet Instruments; Stone, Stack Control ; Bower, Drum Method; Gardner, Modern Method, Book I; Stone, Mallet Control. Solos: Wilcaxon, Rudimental Solos; Price, Exhibition Drum Solo; Colgrass, Advanced Snare Drum Solo; Brever, EasyMedium Mallet Solos; Stone, Military Drum Beats. Fine control, orchestra techniques, snare drum. Mallets: Reading, advanced techniques, tambourine, castanets, bass drum, and cymbals. Timpani: Kettle technique, tuning exercises and control. Latin-American instruments. Percussion. "Trap" techniques, tam-bourine, castanets, brass, drum, and cymbals, basic skills on each. Studies: Price, Techniques and Exercises for Triangle, Tambourine and Castanets; Brewer, Daily Studies; Goldenberg, Mallet Instruments; Goodman, Timpani Method; Fresia, Timpani Method; Tourte, Snare Drum Techniques for the Modern Drummer.

MU 165-466. Strings. 1(1,0). Scales, arpeggios, double-stopping, bow technique and suitable studies and compositions from early and contemporary areas. Preparation for qualifying recital. Techniques, etudes, sonatas, compositions, and concerti; and preparation of senior recital. (i.e. Baroque, Classical, Romantic and 20th-21st Century)

MU 467. Senior Recital. 1(1,0). The course requires a thirty-minute recital at the end of seven semesters of applied study. (F,S)

MUSIC HISTORY AND LITERATURE

HUMU 250. The History of Black Music. A. detailed analysis of con-tributions of the black American to the social, religious and political milieu of the U.S.A., and the world through music. Emphasis will be placed on the musical heritage of the African, reinterpreting this culture in the United States of America, according to its influence upon varying social, religious and musical climates. Musical and artistic examples through recordings and audiovisual devices are employed. (F,S)

MU 202. Introduction to Music Literature. 3(3,0). A general survey of the forms and styles of music. Directed listening experiences are provided toward developing in the student basic criteria for understanding music.

MU 203. The History of Jazz. 3(3,0). A detailed development of jazz from the late 1800s to the present, its impact to social, religious, and political environment in the United States and the world as a whole. Study of musical styles and form essential in the development of jazz will be surveyed with examples through recordings and audio-visual aids. Emphasis will be placed on the black mans contribution to jazz. (F,S)

MU 250. Music Appreciation. **3(3,0).** A survey of music through the ages with emphasis on the development of traditional and contemporary music and its relationship to the other arts from a variety of world cultures. (F,S)

MU 327. Symphonic Literature. 2(2,0). Historical and analytical study of selected works from the Classical Period to the present.

MU 337-338. Music History and Literature. 3(3,0). A general development of Western music from Pre-Christian times to the present; the analysis of characteristic musical forms, supplemented by assigned readings and listening. Study of essential aspects of musical styles and forms of representative composition. *Prerequisite:* Music 207-208. (F,S)

MU 340. Piano Literature. 2(2,0). An historical and analytical survey of keyboard from 1700 to the present.

MU 450. Vocal Literature. 2(2,0). A survey of operatic, oratorio, and song literature from the Baroque to the Modern Period. Emphasis will be on musical and stylistic analysis; text; and interpretation.

MUSIC PEDAGOGY

MU 441. Piano Pedagogy. 3(3,0). A chronological survey of theories of piano techniques from the eighteenth century to the present.

MU 448. Vocal Pedagogy. 2(2,0). A course dealing with the teaching of voice. Subject includes vocal production, tone quality, registration, vocal classification, and teaching material. Each student will be assigned at least one voice student to be taught in a demonstration lesson.

APPLIED MUSIC

MU 100. Piano. 1(1,0). This course is designed for students not qualified to enter Piano 105. The content includes major and minor scales and chords; arpeggios. Hanon: Exercise; Bach-Carroll: First Book; Hughes: Master Series for the Young; Schumann: Album for the Young. (F,S)

MU 105-106. Piano. 1(1,0). The content in this course consists of all major and minor scales, chords and arpeggios with inversions; basic rhythms and tempos; technical study based on Hanon to No. 20; Pischna; Bach-Carroll: Second Book; Bach: Chorales; Clementi: Op. 36; selected pieces from Haydn, Mozart, Beethoven and Mendelssohn. (F,S)

MU 205-206. Piano. 1(1,0). This course is a continuation study of major and minor scales. Its content includes chords and arpeggios. Czerny: Op. 336; Bach: Little Preludes and Fugues; Schumann, Kinezenen; Kuhlau Sonatas; Heller: Op. 47.

MU 305-306. Piano. 1(1,0). The content of this course consists of chromatic scales, arpeggios in diminished sevenths. Bach: Two- and Three-Part Inventions (selected); Mozart: Sonatas; Chopin: Preludes; Mendelssohn: Songs Without Words; Beethoven: Op. 49, 79; Romantic and modern compositions. Selected pieces from Brahms, Debussy and Liszt. (F,S)

MU 405-406. Piano. 1(1,0). The content in this course consists of Czerny: Op. 229; Bach: Well-Tempered Clavichord; Beethoven: Sonatas, Op. 31, 53, 57, 81; Chopin: Nocturnes, Preludes, Mazurkas, Waltzes; Brahms: Rhapsodies; works of modern composers: Ravel, Scriabin, Prokoli and others. Program building and senior recital. (F,S)

MUSIC INDUSTRY

MU 270. Contemporary Harmony/Jazz Theory 2(2,0). Students will use traditional harmonic techniques to analyze traditional & contemporary jazz compositions. In addition to harmonic analysis, students will use this information to construct improvised melodic solos on their applied instrument. *Prerequisite(s)*: MU 107, MUED 103.

MU 310. Commercial Music Practices 3(3,9). Investigate music practices and usages in recording and performance as well as a practical study of the production and distribution of musical instruments and equipment, reproducing instruments, and wholesale and retail procedures. (F)

MU 311. Commercial Music Practices II 3(3,0). Principles and practices of modern publishing techniques, national and international copyright laws, wholesale and retail distribution of music. (S)

MU 370. History of Commercial Music in the United States. (2,0). Students will gain a historical perspective of the U.S. commercial music industry. From the introduction of radio in the early 1920s to present day multimedia technology, students will become familiar with landmark recording artists, songwriters, record labels and music licensing agencies. *Prerequisite:* None. (F,S)

MU 372. Booking and Tour Management. (2,0). Students will be introduced to the generally accepted principles in booking venuses and tours for performing artist. Emphasis will be placed on written communication. *Prerequisite(s):* (F,S)

MU 375. Musical Arts Administration and Funding. (2,0). This course will present the student with generally accepted principles in organizational administration. Students will become familiar with national, state and local funding organizations. Students will also gain a practical knowledge of standard procedures used in grant proposal writing. Emphasis will be placed on research techniques, strong written communication skills and organizational concepts. *Prerequisite(s):* (F,S)

MU 380. M.I.D.I./Contemporary Song Writing. (2,0). Students will be introduced to Musical Instrument Digital Interface (M.I.D.I.) by the use of M.I.D.I. compatible electronic keyboards and music sequencing software. Short composition projects in contemporary musical styles are assigned to facilitate a functional general knowledge of how to use M.I.D.I. as it relates to digital multi-track technology.

MU 408. Music Industry Internship. 12(12,0). One semester of practical experience either in music retailing, wholesaling, or music publishing at an approved professional or arts management firm. *Prerequisite:* Completion of all other requirements for Commercial Music.

MU 470. Artist Management. (2,0). Students will be oriented to the concerns surrounding managing artist by applying generally accepted management principles to Concert and Record Promotion, Performance Contracts, Royalty Artist contracts and Publishing and Production Deals. *Prerequisite(s):* (F,J,J)

MU 480. Introduction to Digital hard Disk Recording. (2,0). This course introduces the student to the "hands on" processes of recording and editing analog and digitally produced music tracks to D.A.T. and compact disks. *Prerequisite* (s): (F,S,J)

MUT 150. Introduction to Music Technology. (3.0). This course is designed to introduce Music Majors to: (Macintosh) Music notation and sequencing software, Music Instrument Digital Interface (MIDI), software for Music Theory & Ear Training, AppleWorks word processing software, and accessing the internet. (To be taught in the Music Technology Lab: Rm 302: Fine Arts Center) *Prerequisite(s)* For Music Majors Only.

COLLEGE OF SCIENCE, MATHEMATICS & ENGINEERING TECHNOLOGY

DEPARTMENT OF BIOLOGICAL & PHYSICAL SCIENCE

BIOLOGICAL SCIENCE

BSC 150. Biological Science. 3(3,0). The first part of a two-semester course for non-science majors who require a laboratory science. The primary purpose of the course is to enhance the scientific literacy of students. A detailed study of the fundamental principles of biology such as basic cell biology and chemistry, energy production and use, cellular reproduction, photosynthesis, plant reproduction, and ecology.

BSC 151. Biological Science Laboratory. 1(0,2). A one-semester laboratory course to accompany Biological Science 150. The student will engage in a series of hands-on experience in microscopy, cell structure and function,

genetics, interrelationship of organisms and survey of the plant kingdom. *Prerequisite:* completion or concurrent enrollment in BSC 150. (F,S)

BSC 152. Biological Science. 3(3,0). The second part of a two-semester course for non-science majors who require a laboratory science. The primary purpose of the course is to enhance the scientific literacy of students. A detailed study of important biological concepts including genetics and inheritance is combined with a survey of the animal kingdom and the anatomy and physiology of human organ systems. *Prerequisite:* Completion of Biological Science 150. (F,S).

BSC 153. Biological Science Laboratory. 1(0,2). A one-semester laboratory course to accompany Biological Science 151. The student will engage in a series of hands on experiences in taxonomy, survey of the animal kingdom including anatomy and physiology of organ systems. *Prerequisite:* completion or concurrent enrollment in BSC
151. (F,S)

BIOLOGY

B 150. General Zoology. 4(2,4). Animal biology; general principle; morphology; physiology; environmental relations and development of animals. (F,S)

B 151. Introductory Botany. 4(2,4). Plant biology; general principles; morphology; and physiology of representatives of major groups of plants; environmental relations and development of plants. (F,S)

B 160. Medical Physics Seminar. 1(1,0). A general overview of the state-of-the-art of medical technologies in use in hospitals and clinics designed to inspire students to enter the field of medical physics. Professionals in the field will emphasize future career options in Medical Physics. Guest lectures, and visits to hospitals are two of the main activities that will be part of the course. *Prerequisites:* None ( )

B 180. Essentials of Medical Physics. 3(3,0). Basic principles in medical physics. Foundation course for theoretical and practical aspects necessary for studying medical physics applications in different areas such as diagnostic imaging, physiological monitoring, and analysis of clinical data. *Prerequisite:* P 160/NE 160/B 160 ( )

B 200. Introduction to Neurobiology. 4(2,4). This course covers basic concepts of neurobiology. The course covers range from sensory-motor integration in bacteria to organization of complex nneurostructures, capable of interaction and learning from the environment. Laboratory activities include electrophysiology phenomena on some vertebrates. Prerequisite: B 150 (F,S)

B 201. Comparative Vertebrate Anatomy. 4(2,4). Classification of the vertebrates; comparative anatomy of organs and organ systems; homologies and phylogeny of vertebrate groups; also a detailed study of mammalian anatomy. *Prerequisite:* Biology 150 and sophomore standing. (F,S)

B 202. Introduction to Vertebrate Physiology. 4(2,4). The normal functioning of the vertebrate body as a whole; the interrelations of various organ systems. *Prerequisite:* Biology 150 (F,S)

B 204. Genetics. 4(3,3). This course is designed to convey the fundamental principles of genetics that apply to all forms of life from viruses to man. Topics will include the nature of the genetic material, mitosis, meiosis, Mendelian inheritance, transmission of the genetic material, gene regulation, biochemical genetics, and genes in populations. *Prerequisites:* Biology 150, 151 and sophomore standing. (F,S)

B 205. Introductory Entomology. 4(2,4). Destructive and useful insects. Taxonomic characteristics of orders, suborders, and families of insects; injurious and beneficial insects, their morphology, physiology, metamorphosis, and their control. *Prerequisite:* Biology 150 and sophomore standing. ( )

B 206. Introductory Systematic Botany. 4(2,4). Identification and classification of representatives of the major plant groups. *Prerequisites:* Biology 151 and sophomore standing. ( )

B 207. Mammalian Anatomy. 4(2,4). Lectures and demonstrations on anatomy as applied to the human body, with special emphasis on bones, nerves, muscles, and the circulatory system. Dissection of the cat and study of prepared skeletons and models are included in the laboratory work. Designed for nursing students. (F)

B 208. Human Physiology. 4(3,3). Lectures, demonstrations, and experimental work on the functional mechanisms of cells and organ-systems in the human body. Designed for nursing students. *Prerequisite:* B 207. (S)

B 209. Human Anatomy and Physiology. 4(2,4). Lectures, demonstrations, and experimental work on the anatomical structure and functional mechanism of the human body. Dissection of the cat, study of prepared skeletons and models, and chemical reactions basic to an understanding of normal body function are included in the laboratory work. *Prerequisites:* Designed for Physical Education and Science Education Majors. (F,S)

B 301. Vertebrate Histology. 4(2,4). Study and preparation of the principal kinds of tissues of the vertebrate body. *Prerequisites:* Biology 150 and 202. ( )

B 302. Embryology. **4(3,3).** An introduction to animal development. Lectures include current topics in the development of plant and animal systems. The organogenesis of the vertebrate body is emphasized. Laboratory work includes the descriptive and experimental embryology of frog and chicken embryos. *Prerequisites:* Biology 150, 151, and 204. ( )

B 303. Advanced Invertebrate Zoology. 4(2,4). Origin, structure and development of invertebrates, detailed morphology of representatives of specific groups; taxonomy and life histories. *Prerequisite:* Biology 150 and junior standing. (S)

B 304. Plant Morphology. 4(2,4). A survey of the morphology of representative members of the major plant groups. *Prerequisite:* Biology 151 and junior standing. ( )

B 305. Introductory Microbiology. **4(2,4).** This course is designed to acquaint students with the form, structure, reproduction, physiology, metabolism and identification of bacteria, algae, fungi, rickettsiae, protozoa and viruses. Numerous applied aspects are included to convey the variety and significance of microbial activities. *Prerequisites:* Biology 150 and 151, Chemistry 150 and 151. (F,S)

B 306. Parasitology. 4(2,4). Animal parasites, life cycles, morphology and taxonomy; environmental relations. *Prerequisites:* Biology 150 and 303, junior standing. (F)

B 307. Evolution. 4(3,1). The course will cover the major features of evolutionary history as revealed by phylogenetic and paleontological studies, with emphasis on the genetic, developmental and ecological mechanisms of evolutionary change. The topics of adaptation, coevolution, molecular evolution and human evolution will be covered in detail. In addition to current knowledge and understanding, the methods of analysis used to address evolutionary questions will be included. Some familiarity with genetics will be helpful, but not required. (S)

B 310. Plant Physiology. 4(2,4). A one-semester course for biology majors. Students are exposed to vascular plant physiological processes important for plant growth and development. Topics covered include plant cell structure and function, soil-plant interaction, nutrient salt absorption,

intra- and intercellular movement of mineral salts, photosynthesis and photosynthate translocation, respiration, water relations, and hormonal regulation of plant growth and development. Students are also exposed to the anatomy and anatomical ultrastructures of vascular plants associated with plant physiological processes. *Prerequisites:* Biology 151 and Chemistry 150 and 151 or concurrent registration therein. (F,S)

B 311. Techniques in Biology. 4(3,3). A general review of the techniques in the various biology disciplines and an introduction to modern advanced techniques. Majors and minors of senior classifications only and consent of the department. ( )

B 312. Research in Biology. 4(0,6). Provides an opportunity for a student to pursue a supervised research problem under the supervision of a staff member. *Prerequisite:* Majors of senior classification only and consent of the department. (S)

B 322. Introduction to Astrobiology. 3(3,0). Cross-disciplinary introduction with subject matter drawn from astronomy, biology, chemistry, geology, and physics. Questions regarding the conditions necessary for the origin of terrestrial and extraterrestrial life forms as well as the existence of life elsewhere in the universe will be examined. *Prerequisites:* Successful completion or concurrent enrollment in either P 252 or P 255 and the approval of the department chair. ( )

B 401. Cell Physiology. 4(2,4). The aim of this course is to acquaint the student with the physiology of individual cells. All cells will be studied, but with special emphasis placed on eucaryotic cells. The physiology of the component parts of cells will be studied, with emphasis on structural arrangement and regulatory mechanisms. Special topics such as cell division, membrane permeability, active transport, motility and bioelectrics will be discussed in relation to cellular function. *Prerequisite:* Biology 202 or Biology 204, Biology 305. (S)

B 402. Scanning Electron Microscopy. 4(2,4). This course is designed to give the student a basic understanding of the physical principles involved in the operation of the scanning electron micro-scope, and of the reasons for the various limitations of the technique. Of practical interest will be the training in microscope alignment, electron photography, printing, developing, and biological or engineering applications. Advanced topics will be covered after mastery of the basic principles. *Prerequisites:* Senior standing, consent of instructor. ( )

B 403. Ecology. 4(2,4). This course presents students with an understanding of the interactions between organisms and their environments through units on physiological ecology and evolutionary ecology. An indepth understanding of population changes is also developed. Throughout the course, ecosystem theory is presented along with ecological energetic. *Prerequisite:* Biology 150 and 151, junior standing. (F,S)

B 405. Medical Physiology. 4(2,4). This course offers introduction to medical science from the standpoint of human physiology. The course works on peparation of biology students toward a medical career and graduate study. Symptoms, diagnosis, prognosis and treatment of disorders in physiological mechanisms are discussed. Emphasis is given to the new trends in treatment such as gene therapy. Laboratory work will consist of interactive animation programs on computer, experimental work about neurological and psychiatric disorders, as well as visiting medical institutions. Prerequisite: B 201, B 202 or B 207, B 208. Highly recommended B 401 (F,S)

B 410. Biology Seminar. 1(1,0). A course designed to orient and acquaint the student with current issues and developments in the field of Biology. The content of the course will be taken from up-to-date periodicals and recent research. Attendance at and participation in the seminar are required of all seniors majoring in Biology. (F,S)

B 490. Brain Science. 4(2,4). This course gives advance knowledge of brain, a control system of higher biological organisms, that controls the body, and interacts with the environment. The brain cognitive, intellectual and emotional capabilities are also covered Brain electrophysiology is part of the laboratory work. The course prepares biology students for both graduate and medical school. Prerequisite B 201, B 202 or B 207, B 208. Highly recommended B 401 (F,S)

CHEMICAL SCIENCE

CSC 150 152. Chemical Science. 4(3,2). A two-semester lecture/ laboratory course for non-science majors designed to impart to the student in an up-to-date lively manner the essence of chemistry. This course seeks to popularize and extend interest in the behavior of substances through a series of carefully selected topics which offer opportunity for higher degree of relevance, enjoyment, investigative skills and flexibility. Examples of the topics to be covered are as follows: energy sources, shortage and conservation; fertilizer; food; feast and famine; environmental pollution and incurable disease; detergents and marine life; drugs and human mind; nuclear energy in war and peace; space ships and transportation; chemistry of the body; the popular food we eat, and the plight of future generations. *Prerequisite:* None. (F,S)

CHEMISTRY

C 102. Introduction to Chemistry. 3(2,2). This course is a preparatory course for General Chemistry 150152. The course provides skills enhancement in problem solving, critical thinking, graphical presentation of data, and basic mathematics for chemistry. Also, writing simple chemical formulas, equations, and elementary mole concepts will be presented. The course should facilitate the successful completion of the chemistry core courses. *Prerequisite:* (S)

C 150 General Chemistry I. 3(3,0). This is the first segment of a two course sequence in college chemistry including basic concepts associated with matter, measurements, atomic theory, properties of elements, molecules, compounds; bonding theories, chemical periodicity, geometry, chemical reactions, solution equilibria (molarity), gaseous equilibria and nomenclature. Students should concurrently enroll in the companion lab course, C151. Students will be given a placement test to assess readiness for college chemistry. If unsuccessful they must enroll in C102, Introduction to Chemistry. (F,S).

C 151. General Chemistry Laboratory I. 1(0,3). A one-semester laboratory course to accompany General Chemistry 150. The physical and chemical properties of matter are examined and fundamentals of measurement are presented and practiced. Proper techniques for working safely with chemicals and accurate recording of laboratory observations are emphasized. *Prerequisites:* Concurrent enrollment in C 150 or successful completion of C 150.

C 152. General Chemistry II. 3(3,0). This is the second segment of the two-semester course in college chemistry. The course includes the following topics: solution equilibria, acid/base equilibria, kinetics, chemical equilibrium, thermodynamics, solubility product equilibria, hydrolysis of salts, ionic equilibria, redox, electrochemistry, qualitative analysis. Students should concurrently enroll in the companion laboratory course, C153. *Prerequisite:* Successful completion of C150. (F,S)

C 153. General Chemistry Laboratory II. 1(0,3). A one-semester laboratory course to accompany General Chemistry 152. The physical and chemical properties of aqueous solution are examined and interpreted in terms of thermodynamic, rate and equilibrium concepts. Proper techniques for working safely with chemicals and accurate recording of laboratory

observations are emphasized. *Prerequisites:* Concurrent enrollment in C 152 or successful completion of C 152.

C 201. Quantitative Analysis. 4(2,5). A study of the theory of quantitative analysis, including gravimetric analysis, volumetric analysis, electroanalytical methods and introductory instrumental analysis. Emphasis is placed on the stoichiometric relations involved in each determination. *Prerequisites:* Successful completion of C152, M153.

C 203. Organic Chemistry (short course). 4(3,3). A study is made of the fundamentals of the compounds of carbon, reactions involved and correlation of different classes of derivatives as they apply to agricultural products and foods. *Prerequisites:* Successful completion of C 152. (F)

C 306. Organic Chemistry I. 3(3,0). The first segment of a two-semester course in organic chemistry that includes the general principles and theories of organic chemistry and organic reactions using the functional group approach. Preparation, properties, nomenclature, and mechanisms of reactions of aliphatic compounds comprise the course. *Prerequisites:* Successful completion of C 152. (F,S)

C 307. **Organic Chemistry II. 3(3,0).** The second semester of two-semester course which presents the general principles and theories of organic chemistry using the functional group approach. Preparation, properties and naming of aliphatic compounds comprise C307. Students must concurrently enroll in Organic Chemistry Laboratory C 317. *Prerequisites:* Successful completion C 306.

C 316. Organic Chemistry Laboratory I. 1(0,3). A one-semester laboratory course to accompany Organic Chemistry C 306. Fundamental method of purification and identification of organic compounds are presented. Proper techniques for working safely with organic chemicals and accurate recording of laboratory observation are emphasized. *Prerequisites:* Concurrent enrollment in C306 or successful completion of C 306.

C 317. Organic Chemistry Laboratory II. 1(0,3). A one-semester laboratory course to accompany Organic Chemistry C 307. Various organic functional group families are synthesized and characterized using spectrophotometic method. Proper techniques for working safely with organic chemicals and accurate recording of laboratory observation are emphasized. *Prerequisites:* Concurrent enrollment in C 307 or successful completion of C 306 only.

C 308. Elementary Biochemistry. 4(3,3). A brief course in biological chemistry. This course includes the chemistry of carbohydrates, lipids, proteins, enzymes, vitamins, digestion and tissues; the metabolism of carbohydrates, lipids and proteins. *Prerequisite:* Chemistry 203. This course is designed primarily for food and nutrition majors. *Prerequisite:* Successful completion of C 203.

C 322. Introduction to Astrobiology. 3(3,0). Cross-disciplinary introduction with subject matter drawn from astronomy, biology, chemistry, geology, and physics. Questions regarding the conditions necessary for the origin of terrestrial and extraterrestrial life forms as well as the existence of life elsewhere in the universe will be examined. *Prerequisites:* Successful completion or concurrent enrollment in either P 252 or P 255 and the approval of the department chair. ( )

C 402. Advanced Organic Chemistry. 4(3,3). This course deals with important organic reaction mechanisms with emphasis on application of chemical kinetics and thermodynamics. It will also include the designing of multiple-step organic synthesis of organic compounds that will be spectrally identified. *Prerequisite:* Chemistry 201 and 306-307. (F,O)

C 403. **Biochemistry I. 4(3,3).** This course covers the fundamental principles of biochemistry dealing with the three-dimensional structure of proteins and their biological activities; metabolic pathways generating and storing energy; biosynthesis of macromolecules; stor-age, transmission, and expression of genetic information; certain aspects of molecular physiology and biochemical calculations. *Prerequisites:* Successful completion of C 306 only. (F,S)

C 404. Biochemistry II. 4(3,3). Continuation of Chemistry 403. *Prerequisites:* Successful completion of C 403 (S)

C 405. Physical Chemistry II 405. 4(3,3). This introductory undergraduate course in physical chemistry deals with the fundamental laws governing the properties and behavior of solids, liquids, and gases; thermodynamic properties of physiochemical systems; chemical equilibria; electrochemical properties of solutions; chemical kinetics; symmetry, structure, bonding and wave-mechanical properties of atoms and molecules. *Prerequisite* for Chemistry 405: Chemistry 152, 307; Math 163.

C 406. Physical Chemistry II. 4(3,3). Continuation of Chemistry 405. *Prerequisite:* Successful completion of C 405.

C 407. Inorganic Chemistry. 4(3,3). A systematic study of the chemistry of elements and their compounds, with emphasis on periodicity of the relationships between the properties of substances and their atomic and molecular structures; modern theories of acids and bases; chemical bonding and stereochemistry; reactions and electronic structures of coordination compounds. Synthesis and characterization of some typical inorganic compounds using methods and tech-niques which are unique to inorganic chemistry. *Prerequisites:* Chemistry 152, 201, and Math 163. Required of all profes-sional chemistry majors or by special permission. (F)

C 408. Combined Inorganic Chemistry and Instrumental Methods of Analysis. 4(2,5). A course designed to enable the student to receive basic instruction and experience with modern instrumenta-tion and its application to inorganic chemical systems. Emphasis is placed on the characterization and identification of inorganic systems using modern instrumental methods CAA, Infrared, UV-Visible-NIR, ESR, NMR, Gas and Liquid Chromatography). Vacuum and inert atmosphere techniques, kinetic applications to transition metal reactions, basic electronics and computer interfacing will also be introduced. *Prerequisite:* Chemistry 407. (S)

C 410. Chemistry Seminar. 1(1,0). A course designed to orient and acquaint the student with current issues and developments in the field of Chemistry. The content of the course will be taken from up-to-date periodicals and recent research. (F)

C 412. Research in Chemistry. 4(0,6). Provides an opportunity for a student to pursue a supervised research problem under the supervision of a staff member. *Prerequisite:* Major of junior classification and instructor consent. (S)

ENVIRONMENTAL SCIENCE MINOR

ENV 300. Introduction to Environmental Science 4(3,1). A one semester lecture and laboratory course for students interested in minor concentration in environmental science. The primary purpose of the course is to introduce students to the biological, chemical, political, economic and cultural factors that affect the environment, and the interaction of these factors with the ecosystem concepts of nature. (S)

ENV 302. Introduction to Biostatistics. 3(3,0). This course will provide students an understanding of fundamental statistical theory, hypothesis testing, and statistical applications for the biological sciences. Topics covered will include basic concepts, randomization, distributions, statistical measures, tests of hypotheses, ANOVA, experimental design and sampling, correlation and regression, as well as test of significance. (S)

ENV 305. Environmental Health. 3(3,0) This course is designed for students pursuing an environmental science minor or future health profes-

sions career. The primary objective of this course is to introduce students to the environmental effects upon human health. The ecological position of human populations within the global ecosystem will be presented along with human populations with the local environment. Impacts of natural environmental factors and pollutants on human health will be explored including case studies. Subjects to be addressed will include effects of natural carcinogen, ultraviolet light, invertebrate disease vector, epidemiology, ecotoxicology, density-dependent disease transmission, food supply health, and water supply quantity and quality.

ENV 306. Land Use Decisions. 4(3,1) A one semester lecture course for students interested in a minor in environmental science. Students will be introduced to zoning regulations, land ownership, and private and public management of land in the United States. The development and the proper use of environmental impact statements are emphasized. (F) *Prerequisite:* ENV 300 - Introduction to Environmental Science

ENV 420/520. Environmental Chemistry. 4(2,3) This course will enable students to make informed judgments on environmental issues while providing a basic understanding of chemical principles and practices. Emphasis will be placed on ozone depletion, global warming, air and water pollution and the hazards of radioactivity. The laboratory component will introduce water analysis, soil, feed and forage analysis. *Prerequisites:* ENV 300, C 150,151 and C 152, 153.

ENV 430/530. Waste Management. 4(3,2) An approved one-semester lecture and laboratory course for students interested in minor concentration in environmental science. The course will explore modern waste disposal management strategies. Landfills and hazardous waste management strategies will be explored. Emphasis will be placed on recycling reuse and composting as alternative waste management strategies.

ENV 490. Environmental Engineering Technology. 4(3,1). Students are exposed to environmental engineering principles through standard and cutting edge technologies designed to manage, mitigate or remediate pollutants in soil, water and air. The technologies include wastewater management from domestic and industrial sources, landfills, surface water containment, and remediation of wastes by chemical and biological process, and transport of solid and hazardous wastes. Students obtain familiarity with database management characterization of contaminants, sensors, survey procedures, and State and Federal regulations and permitting.

ENV 491. Soils and Hydrology. 4(3,1). Fundamentals of soils and hydrology essential to environmental science careers are discussed. Topics include soil physical properties that affect transport and retention of pollutants, saturated and unsaturated flow in the soils, drainage, basic aquifer characteristics, erosion and sediment transport, stream flow and storm flow dynamics in response to rainfall and watershed features. Fieldwork will emphasize measurements and assessment of vegetative and non-vegetative surfaces, particularly in the riparian zone.

ENV 495. Wetlands and Aquatic Ecology. 4(3,1). Freshwater habitats account for 90% of our nations wetlands. This course will emphasize the vegetation, hydrology, water chemistry, soils, fauna, and management strategies of freshwater ecosystems. Field experiences will include habitat analysis and sampling, limnological sampling, wetland delineation, plant and animal identification, and GIS technology. Appropriate for students interested in parks and recreation, wildlife ecology, fisheries biology, soil science, agriculture, natural resource management, or other field-based careers

MARINE SCIENCE

MASC 201. Concepts in Marine Science. 4(3,3). This course introduces students to the wide variety of ocean environments and how physical and chemical forces structure them ecologically. Ecosystem theory is presented along with detailed examples of systems ranging from the deep sea to salt marshes. Laboratory activities include coastal field trips as well as training in water chemistry, statistical sampling, and microcomputer applications. *Prerequisites:* Biology 150 and 151. (F,S)

MASC 202. Biology of Marine Fishes. 4(3,3). This course is designed to teach students basic principles in ichthyology, fish physiological adaptations, population dynamics, utilization, and management. Students will be exposed to anatomical parameters, taxonomy, physiological ecology, population sampling, and modeling. Mathematical approaches to fisheries yield will be taught along with microcomputer simulations. *Prerequisites:* Biology 150 and sophomore standing. (S)

MASC 301. Analysis of Marine Pollution. 4(3,3). This course will expose students to information on the wide variety of pollutants affecting our coastal waters and oceans. Students will gain an understanding of different types of pollution ranging from thermal inputs and river flow alterations to nutrient enrichment and chemical contamination. Material will include analytical methods, pollution sources and their impacts upon aquatic and marine ecosystems; and methods of managing pollution. *Prerequisites:* Biology 150, Chemistry 150 and sophomore standing. (F)

MASC 302. Special Topics in Marine Science. 4(3,3). This course will analyze specific processes of marine ecosystems in detail. Emphasis will be placed upon detailed analytical experiments designed to study selected questions in organism physiology, nutrient flows, pollution toxicity or population dynamics. Individual research projects will be developed. *Prerequisites:* MASC 201 and junior standing. ( )

PHYSICS

P 160. Medical Physics Seminar. 1(1,0). A general overview of the state-of-the-art of medical technologies in use in hospitals and clinics designed to inspire students to enter the field of medical physics. Professionals in the field will emphasize future career options in Medical Physics. Guest lectures, and visits to hospitals are two of the main activities that will be part of the course. *Prerequisites:* None (F)

P 180. Essentials of Medical Physics. 3(3,0). Basic principles in medical physics. Foundation course for theoretical and practical aspects necessary for studying medical physics applications in different areas such as diagnostic imaging, physiological monitoring, and analysis of clinical data. *Prerequisite:* P 160/NE 160/B 160 or approval of the instructor. (S)

P 203/ENV 203. General Physics III w/Calculus. 3(4,0).
A calculus based continuation of P 255. Topics covered include: geometrical and physical optics, relativity, modern and nuclear physics. This course is required for physics majors and is recommended for students majoring in chemistry and all area of engineering technology. Students must concurrently enroll in the companion laboratory course P 223. *Prerequisites:* Successful completion of P 254 and P255 and successful completion of or concurrent enrollment in M 153. (F)

P 223. General Physics III Laboratory. 1(0,2). The laboratory companion course to P 203. The student will have the opportunity to apply concepts presented in the lecture course to a variety of experiments. Techniques of measuring, graphical data analysis, and writing laboratory reports will be practiced. *Prerequisite:* Successful completion of or concurrent enrollment in P 203. (F)

P 250. General Physics I w/o Calculus. 3(3,0). A general physics course without calculus covering kinematics, Newtons Laws, gravitation, simple harmonic motion, energy, and momentum. This course is intended primarily for students majoring in biology. This course, along with P 251, can be used to satisfy *one* of the two science requirements of the General Education Curriculum. *Prerequisites:* Successful completion of or con-current enrollment in M 152 *(Precalculus).* (F,S)

P 251. General Physics I Laboratory. 1(0,2). A one-semester laboratory course to accompany either P 250 or P 254. The student will apply concepts presented in the lecture course, use diverse methods of data collection and analysis, and learn various ways to report the results of experimentation. This course, along with either P 250 or P 254, can be used to satisfy one of the two science requirements of the General Education Curriculum. *Prerequisites:* Successful completion of or concurrent enrollment in either P 250 or P 254. (F,S)

P 252. General Physics II w/o Calculus. 3(3,0). A general physics course without calculus covering topics in fluids thermodynamics, wave motion, electricity, and magnetism. This course is intended primarily for students majoring in biology. This course, along with P 253, can be use to satisfy one of the two science requirements of the General Education Curriculum. *Prerequisites:* Successful completion of P 250. (F,S)

P253. General Physics I Laboratory. 1(0,2). A one-semester laboratory course to accompany either P 252 or P 255. The student will apply concepts presented in the lecture course, use diverse methods of data collection and analysis, and learn various ways to report the results of experimentation. This course, along with either P 252 or P 255, can be use to satisfy one of the two science requirements of the General Education Curriculum. *Prerequisites:* Successful completion of or concurrent enrollment in either P 252 or P 255. (F,S)

P 254. General Physics I w/Calculus. 3(3,0). A general physics course with calculus covering kinematics, Newtons Laws, gravitation, simple harmonic motion, energy, and momentum. This course is required for students majoring in physics and is recommended for those majoring in chemistry, mathematics, computer science, and civil/mechanical/industrial/or electrical engineering technology. This course, along with P251, can be used to satisfy *one* of the two science requirements of the General Education Curriculum. *Prerequisite:* Successful completion of or concurrent enrollment in M 153 (Calculus). (F,S)

P 255. General Physics II w/Calculus. 3(3,0). A general physics course with calculus covering topics in fluids, thermodynamics, wave motion, electricity, and magnetism. This course is required for students major-ing in physics and is recommended for those majoring in chemistry, mathematics, computer science, and civil/mechanical/ industrial/ or electrical engineering technology. This course, along with P 253, can be used to satisfy one of the two science requirements of the General Education Curriculum. *Prerequisites:* Successful completion of P254. (F,S)

P 301. Electronics for Scientists. 3(2,2). A general course in electronics intended for students in physics, chemistry, and biology who need to gain a working knowledge of electronic devices and circuits. The course emphasizes various types of electronic circuits and devices. Students construct and analyze electronic circuits and devices. *Prerequisites:* P 254 and 255, M 163 and consent of instructor. (S,E)

P 302. Optics. 3(3,0). An intermediate course in the study of geometrical and physical optics. Topics studied include on mirrors and lenses, optical instruments, polarization, interference, diffraction, line spectra, thermal radiation, photometry, and color. *Prerequisites:* P 254-255 or approval of instructor. (S,O)

P 303. Mechanics I. 3(3,0). Intermediate course includes vector analysis, and application of Newtons laws to three-dimensional motion, oscillations, non-inertial reference frames, and central forces. *Prerequisite:* M 163 and consent of department. (F,O)

P 304. Mechanics II. 3(3,0). Continuation of Physics 303 includes motion of systems of particles, rigid body motion, and Lagrangian mechanics. (S,E)

P 310. Biophysics. 3(3,0). An introductory course in the application of physics to biology. This course is designed to use physics as a tool for understanding biological systems and to understand a living cell from the most basic standpoint possible. Beginning with the subatomic level, the basic knowledge of physics is used to understand the structure and function of atoms, simple molecules, macromolecules, cellular organelle, and the many processes occurring within a cell. The ideas of physics, chemistry, and molecular biology are all essential to the course. This course will provide a unified, interdisciplinary view of the sciences. *Prerequisite:* Consent of instructor. (S)

P 313/ENV 313. Radioisotope Laboratory. 3(2,2). A course designed to provide a working knowledge of radioisotopes and their technical uses with emphasis on radiation safety, the use of nuclear instrumentation, and tracer problems. *Prerequisite:* P 254-255 and consent of instructor. (S,0)

P 322. Introduction to Astrobiology. 3(3,0). Cross-disciplinary introduction with subject matter drawn from astronomy, biology, chemistry, geology, and physics. Questions regarding the conditions necessary for the origin of terrestrial and extraterrestrial life forms as well as the existence of life elsewhere in the universe will be examined. *Prerequisites:* Successful completion or concurrent enrollment in either P 252 or P 255 and the approval of the department chair. ( )

P 326. Introduction to Astrophysics. 3(3,0). Applications of physics to problems in astrophysics, including planetary astronomy, stellar atmospheres and interiors, the interstellar medium, and galactic dynamics. *Prerequisites:* PSC 203, M 163, P 255 or consent of the instructor. ( )

P 338. Scientific Image Analysis. 3(3,0). Introduction to scientific visualization and digital image analysis, including an overview of detectors and imaging techniques used to gather digital images. Software applications will be used to process and analyze images including removal of noise sources and calibration of data. Image display, analysis, and interpretation of digital data will be covered. Applications will be presented from space science, earth science, remote sensing, and the medical fields. *Prerequisites:* M 163, P 250 or P 254. ( )

P 401. Electricity and Magnetism I. 3(3,0). Intermediate course includes vector calculus, electrostatics, solution of Laplaces equation, dielectrics, and magnetostatics. *Prerequisites:* P 254-255, Math 163. (F,E)

P 402. Electricity and Magnetism II. 3(3,0). Continuation of Physics 401 includes magnetic materials, electrodynamics, and electromagnetic waves. (S,O)

P 403. Thermodynamics. 3(3,0). A study of the fundamental concepts of classical thermodynamics and their applications to gases, kinetic theory, vapors and mixtures, heat transfer, and energy transformation. *Prerequisite:* M 163 and consent of department. (F,O)

P 406. Introduction to Modern Physics. 3(3,0). A study of the experimental and theoretical advances in physics during the twentieth century. Among the topics discussed are the wave theory of matter, the theory of relativity, atomic structure, and the quantum mechanical theory of the hydrogen atom. *Prerequisite:* Consent of the department. (F,E)

P 407. Advanced Laboratory. 1 to 3 (1,4). Selected experiments in physics of an advanced nature. *Prerequisites:* Physics 301 and M 163 or consent of department. (S,0)

P410. Introduction to Quantum Mechanics. 3(3,0). This course will present principles of quantum mechanics. Physical content and mathematical formulation of the theory will be studied. Problems in one-dimensional motion with wave and matrix mechanics will also be presented. *Prerequisites:* P 254-255; and Physics 406. ( )

P 498-499. Special Topic in Physics. 1-3(1-3,1.3). These courses will provide the student and opportunity for detailed study of specialized fields in physics such as astrophysics, medical physics and high temperature superconductivity. Students may also use these courses to pursue independent research projects. Topics offered will be based on requests by students or at the discretion of the faculty. Independent research projects must have faculty approval. A student may repeat this course with different topics or research for up to a maximum of six (6) credit hours. *Prerequisites:* Depends on the topic offered or the area of research pursued. ( )

ETS 468-469. Interdisciplinary Research Seminar in Space Science. 1 (1,0) A two-semester course which provides the opportunity for students to attain first-hand research experience working as a member of an interdisciplinary student research team under the direction of a faculty mentor. Research projects related to space science will be chosen so as to utilize the training and skills of each team member. Presentation of results at a state, regional or national professional meeting will be a requirement of the course. Grading of the course will be on a pass/fail basis. *Prerequisite:* Permission of the appropriate Department Chairperson and the Instructor, (F,S)

PHYSICAL SCIENCE

PSC 150. Foundations of Physical Science. 3(3,0). A one-semester course for non-science majors. The primary purpose of the course is to enhance the scientific literacy of those students who do not have a strong background in mathematics or special aptitude in science. Basic concepts in physics such as motion, heat and temperature, wave motion, electricity, and magnetism are studied. The historical development of these concepts and the methods of scientific inquiry are examined. **NOTE:** Those students whose curricula require a laboratory science should concurrently enroll in PSC 151. (F,S)

PSC 151. Physical Science Laboratory. 1(0,2). A one-semester laboratory course to accompany PSC 150. The student will have the opportunity to apply concepts presented in the lecture course to a variety of experiments. Techniques such as accurate measuring and graphical data analysis will be practiced. *Prerequisite:* Completion or concurrent enrollment in PSC 150. (F,S)

PSC 152. Foundations of Earth/Space Science. 3(3,0). A one-semester course for non-science majors. It is designed to enhance the scientific literacy of those students who do not have a strong background in mathematics or special aptitude in science. Basic concepts in astronomy, atmospheric science, geology, and oceanography are examined. Theories on the origin and evolution of the Earth, Solar System, and Universe are discussed along with their historical development. Current problems such as pollution, hazardous waste disposal, and depletion of natural resources are presented and possible solutions debated. **NOTE:** Those students whose curricula require a laboratory science should concurrently enroll in PSC 153. (F,S)

PSC 153. Earth/Space Science Laboratory. 1(0,2). A one-semester laboratory course to accompany PSC 152 or PSC 203. The student will apply concepts presented in the lecture course to a variety of hands-on" learning activities such as map reading, telescope observations, weather predicting, and rock identification. *Prerequisite:* Completion or concurrent enrollment in PSC 152 or PSC 203. (F,S)

PSC 154 Modern Ideas in Physical Science: Cosmology for Non-Science Majors, 3(3,0). This course gives students an opportunity to study basic physics with an emphasis on more recent scientific discoveries in physics. Scientific evidence will be studied qualitatively, using graphs, computer simulations, and hands-on activities. This course complements the survey courses in the physical science cluster which do not have the time to address topics in depth. *Prerequisite:* M 152: Pre-Calculus, or equivalent.

PSC 200. Elementary Geology. 3(3,0). A study of the earth as a planet, the rocks and minerals of which it is composed and the processes that continually modify its surface. (F)

PSC 202. Physical Geology. 3(2,2). An interdisciplinary approach to physical geology, emphasizing the nature and origin of minerals and rocks; volcanoes; earthquakes; interiors of the earth; mountains; soil; subsurface water; coastal features; landscape; and the geologic work of glaciers, streams, and wind; with special attention given to the geological processes in ecology and the geological hazards in pollution. ( )

PSC 203. Elementary Astronomy. 3(2,2). A conceptual, descriptive, guided exploration of the cosmos within which we live. This course should appeal to everyone with an interest in astronomy and especially to those planning to teach science on the junior high or high school levels. Students need no training in mathematics but may find knowledge of algebra, geometry, and trigonometry helpful. Areas of focus include: the history, foundations, and tools of astronomy; the solar system; the nature, variety, and formation of stars; galaxies, cosmic origins, and the search for life in the cosmos.

SCIENCE

SC 201/Env 303. The Earth and Its Environment. 3(3,0). This course is meant for those who are curious about their physical environment. The areas of astronomy, earth science, meteorology, and oceanography will be treated. Both observational astronomy and topics from planetary motion and cosmology will be covered. The earths geological development from its formation to the present will be traced. Weather phenomena and topics from marine environments will also be treated. Mans influence on the environment in all these areas and current problems in pollution will be considered. ( )

SC 300. Science for Elementary School Teachers. 3(3,0). This course is designed to give the prospective elementary school teacher an understanding of the broader concepts of general science. Emphasis will be placed upon content materials offered in the state-approved science textbook for grades 18. Pre-clinical experiences are required (twenty to forty hours). Pre-clinical experiences are required (twenty to forty hours). *Prerequisites:* Biological Science 150152, Chemistry 1501511152153. (F,S)

SC 301. The History of Science. 3(3,0). This course is designed to acquaint science majors with the evolution of major physical and biological ideas. Accomplishments in the areas of biology, which these achievements were made, will be discussed. Current advancements and opportunities in the sciences will be studied in the light of past work. ( )

SC 313. Honors Research. 24(2,04,0). An interdisciplinary course designed to introduce students to identification of research problems in the various areas of the biomedical sciences and to acquaint them with the planning and execution of research experimentation. Students will be exposed to selected topics on experimental design, literature research, research techniques and instrumentation, and data analysis. This course will also provide the student an opportunity to gain initial research preceptors in the department. From these experiences, the student will initiate an independent research project which will be presented in an interdisciplinary bio-medical seminar. *Prerequisites:* Junior, permission of instructor. ( )

SC 314. Honors Research. 2 4(2,0-4,0). Continuation of SC 313. ( )

SC 400. Science for Secondary School Teachers. 3(3,0). It is the aim of this course to correlate the biological and physical sciences, so that the student will have a full knowledge of the interrelationship between the sciences. *Prerequisites:* Physics 250251/252253, Biology 150, 152, Chemistry 150151/152153. ( )

SC 413. Honors Research. 24(2,04,0). Continuation of SC 314. *Prerequisite:* Senior classification, permission of instructor. ( )

SC 414. Honors Research. 24(2,04,0). Continuation of SC 413. ( )

SC ED 308. Principles of Learning Secondary School Materials and Methods. 3(3,0). The purpose of this course is to enable prospective teachers of science to reexamine and to become thoroughly competent in present-day course content and teaching methods of secondary school science. (S)

IBS 307. Interdisciplinary Biomedical Seminar. 1(1,0). A course designed for the review of related literature, organization and presentation of biomedical research experiences. This course will provide students an opportunity to attend seminars presented by experts in the field of biomedical research. Students in the course will be required to present at least one seminar on a current topic of biomedical research. *Prerequisites:* Junior classification, permission of instructor. ( )

lBS 308. Interdisciplinary Biomedical Seminar. 1(1,0). Continuation of lBS 307. ( )

lBS 407. Interdisciplinary Biomedical Seminar. 2(2,0). Continuation of lBS 308. *Prerequisites:* Senior classification, permission of instructor. ( )

lBS 408. Interdisciplinary Biomedical Seminar. 1(1,0). Continuation of lBS 407. ( )

DEPARTMENT OF CIVIL AND MECHANICAL ENGINEERING TECHNOLOGY

CIVIL ENGINEERING TECHNOLOGY

CET 205. Computer-Aided Drafting. 3(3,0). This course will discuss the general concept of Computer-Aided Drafting CAD) Technology. Various hardware and software will be introduced to the students. Autocad, Cadkey, Cadam, and personal design programs are to be used for creating the technical drawings in various engineering fields such as Structures, architects, maps, machine parts, plumbing, and electronics. Hands-on exercises will be emphasized. *Prerequisites:*
ET 150. (F)

CET 311. Plane Surveying. 3(2,3). This is a course in the theory of measurements and errors. It stresses use and care of surveying instrumentstape, compass, level, transit, Theodolite, and EDM. Fieldwork includes taping, level, traverse, and topographic surveys. *Prerequisite:* Math 152. (F)

CET 312. Route Surveying. 3(2,3). This is a course in Control Surveying, Planning and Construction Surveying. Horizontal, vertical, and spiral curves; Earthwork. *Prerequisite:* CET 311. (S)

CET 315. Construction. 3(3,0). This course is the study of construction material properties and uses of conventional and new types of materials and methods employed in building construction and their relationship in assembly, and an analytic study of buildings under construction. *Prerequisite:* Junior standing. (F,S)

CET 319. Theory of Structures. 3(3,0). This course emphasizes stress and deflection in statically determined and statically indeterminate structures, influence lines, and secondary stresses. It is an introduction of plastic theory and its application to elementary structural problems. *Prerequisite:* ET 213 and M153. (S)

CET 320. Highway Engineering. 3(3,0). The content in this course consists of highway systems, traffic flow theory, highway planning, vehicle and driver characteristics, geometric design, highway structure design, pavement design, drainage, earthwork, intersections, traffic control, and highway maintenance. *Co-requisite:* CET312. (F)

CET 410. Engineering Computing II 3(2,3). This course introduces the students to a more detailed discussion on computing. The course material includes the storage, additional data types, format features, subprogram features, common equivalence, data statements; some selected features from modern programming languages CPL-l, PASCAL, etc.); structures, pointers and stacks, recursion; and introduction to a graphics language. Stress is to be placed on application of the above ideas to engineering problems. *Prerequisite:* ET 310. (F)

CET 412. Contracts, Legal Regulations, Codes and Records. 3(3,0). This is a study of contracts, specifications and economic laws relating to engineering; ordinances and regulations governing building construction, land surveying, and Federal Communications Commission. *Prerequisite:* Senior standing. (S)

CET 413. Structural Design L 3(3,0). This course consists of design of tension and compression members, design of beams, columns, base plates, and connections with application to the design of elementary steel structures, and study of AISC Code. *Prerequisite:* CET 319. (S)

CET 414. Structural Design II. 3(3,0). This course stresses fundamentals of reinforced-concrete design with emphasis on strength design method; design of beams, slabs, columns, floor systems and footings with application to the design of elementary structure, and a study of AC1 Code. *Prerequisite:* CET 319. (S)

CET 415. Fluid Mechanics and Hydraulics. 3(2,3). This course teaches properties of fluids; principle of hydrostatics, kinematics and dynamics of fluid motioncontinuity, momentum and energy equations; flow of fluids in pipes and in open channels; measurements of fluid flow; and hydromachinery. *Prerequisite:* ET 313. (F,S)

CET 416. Hydraulics Laboratory. 3(2,3). Students are exposed to calibration of nozzles, orifices, flow meters, wires, pressure gauges. Measurement of flow quantities in pipes and in open channels. Observation of flow patterns; and hydraulic jump. *Prerequisite:* CET 415. (S)

CET 417. Mechanics of Materials Laboratory. 3(2,3). Students are taught the care and the use of testing instruments; mechanical and electrical strain gauges; tension, compression, buckling, torsion, bending, hardness and impact tests on metals. Tests on concrete and wood; and the study of nondestructive testing; and the study of ASTM specifications. *Prerequisite:* ET 213. (F,S)

CET 418. Soil Mechanics. 3(2,3). In this course, students learn the physical properties of soils, soil classifications, seepage and flownets, stress distribution; consolidation and settlement, compaction, soil stabilization, shearing strength, rupture theory, and subsurface soil investigation. *Prerequisite:* ET 213. (F)

CET 419. Foundation Engineering. 3(3,0). This course is an introduction to foundation engineering including concept, analysis, design, and construction of structural foundations, slope stability, earth pressure, retaining walls, piles, and anchors. Special emphasis is placed on designing. *Prerequisite*: CET 418. (S)

CET 420. Water and Sewage Systems. 3(3,0). This course stresses sources of water supply; water demand; population prediction; water quality requirements; principle of water treatment which includes coagulation, sedimentation, filtration, disinfection, and softening process. Characteristics of wastewater, principles of physical, chemical and biological treatment of wastewater. *Co-requisites:* Chemistry 103, CET 415. (S)

CET 421. Microcomputer Applications. 3(3,0). In Microcomputer Applications in Civil Engineering, various Computer-Aided Engineering (CAE) and Computer-Aided Design (CAD) software will be used to solve Civil Engineering problems. Students will learn the content of computer programs, installation procedures, system configuration, data input, program execution, file management, and output interpretation. The computer applications in the following areas will be included in this course: Steel Structure Design and Analysis, Reinforced Concrete Design and Analysis, Retaining Wall Design, Slope Stability Analysis, Flownet and Geometric Property Calculation. Prerequisite: ***ET 310. (S)***

CET 459. Senior Project Proposal. 1(1,0). The intent of this course is to enhance the students chance of successfully completing senior project CET 460. It is a prerequisite for senior project CET 460. This course is designed to afford students planning to take senior project the opportunity to prepare prior to registering for the senior project course. Students will be able to identify a professor, select a topic, do literature review, as well as determine methodology for accomplishing their senior projects. *Prerequisite:* Senior standing in CET. (F,S)

CET 460. Senior Project. 3(3,0). This course is designed to enable CET students with senior standing to apply the knowledge and skills acquired from different CET courses towards accomplishing a practical design project. Students will also be required to successfully complete the fundamentals of Engineering Technology Examination FETE. *Prerequisite:* CET 459. (F,S)

ENERGY USE AND CONSERVATION TECHNOLOGY

MET 390. Fundamentals of Energy Technology. 3(3,0). This course is designed to give students an overview of the field of energy conservation and use and to provide descriptions of job functions typical of energy technologists. This course stresses analysis of methods of utilizing the sources of energy to meet the economic and environmental requirements of modern society and industry. Sources of energy considered are renewable, as direct and indirect solar energy systems, and exhaustible as fossil fuels and nuclear energy systems. Students learn about patterns of energy consumption, energy uses by source, interchangeability among fuels, and sources of current and potential supply. (F)

MET 391. Energy Production Systems. 3(3,0). This course is a study of processes and equipment used to convert energy resources (such as geothermal and the sun) and fuels (such as coal and natural gas) into useful energy forms, such as electricity, heat and motion or light. This course deals with the generation of hot water or steam utilizing solids and fuels such as coal, lignite and wood. The various fuels and their BTU content, impurities, burning characteristics and attendant handling techniques will be described. (F)

MET 392. Heating, Ventilating and Air Conditioning. 3(3,0). This course is designed to give the student a working knowledge of heating, ventilating and air-conditioning systems and the components and subsystems. Emphasis is placed on proper operation and maintenance to achieve maximum system performance. *Prerequisite:* ET 421. (S)

MET 393. Solar Energy and Conservation. 3(3,0). This course is a study of solar energy systems with emphasis on solar heating and cooling of buildings; the solar collector, the energy storage and the heating and cooling subsystems. Methods of energy conservation utilizing passive solar design; variations in system designs, and their relative advantage, limitations and practical uses are discussed. (F)

MET 394. Energy Economic Analysis. 3(3,0). This course develops the techniques necessary to evaluate the economic impact and advantages of energy production. Quantitative measures of profitability of alternative energy investment proposals as well as energy conservation techniques are analyzed. The theory of the tools is sufficiently flexible to apply to any specific energy project. The course includes simple, real-to-life examples demonstrating the net present value, internal rate of return and payback periods. (S)

MET 395. Energy Conservation and Audits. 3(2,3). This course is designed to give students technical knowledge and specific skills required to perform conservation measures as well as energy audits relative to the most common energy uses. Practical techniques for energy conservation in building heating systems and proper measurement and analysis techniques will be presented. The course includes four laboratory hours a week which include the energy audits in school buildings, residential homes, office buildings, and manufacturing plants. Finally, audit analysis is undertaken, with students recommending remedial actions based on analysis of their practice audits. (S)

MET 396. Energy Applications of Microcomputers. 3(3,0). In this course, the versatility of microcomputers is illustrated by operating two application programs related to energy conservation. The first is an energy audit that uses field data to estimate heat loss from a structure. Students apply this to their own residence. The program also computes the most cost-effective conservation strategy. The second program illustrates load sheddinga strategy used by large consumers of electricity to keep their peak demand under control. This problem is turned into a game students play, trying to find a shedding strategy that minimizes inconvenience. Two versions are provided; in one, the student does the shedding, and in the other, the student programs the computer-controlled shedding. (S)

MET 397. Nuclear Energy. 3(3,0). This course stresses the fission process and reactor theory. The types of equipment involved in the utilization of nuclear energy are described, as well as their principles of operation. Basic elements of thermodynamics, fluid mechanics, heat generation and removal, control theory, materials and economic factors as they are applied to nuclear reactor engineering are taught.

MET 398. Power Generation and Control 3(3,0). The emphasis in this course is on general considerations in transmission and distribution of electrical energy as related to power systems. Students learn calculations of electric transmission in line constants and load flow studies and general theory of symmetrical components, also. *Prerequisite:* ET 271. (F)

ENGINEERING TECHNOLOGY

ET 101. Mechanical Drawing. 3(2,3). This course consists of the use and manipulation of drafting instruments and tools, freehand lettering, orthographic projection, drawing board problems, representation and development of surfaces. (F,S)

ET 102. Basic CAD. 3(3,2). This course will expose students to the current means of generating graphic designs with computers. It will consist of a related series of exercises and problems to familiarize students with the computer graphics workstation and to use it as a tool to enhance the design process. Students will use computer terminals and different input or output devices (digitizers, plotters, etc.) to generate and document engineering drawings. *Prerequisite:* ET 101. (F,S)

ET 150. Mechanical Drawing and Basic CAD. This course is designed to develop knowledge, insight, and skills needed by the engineering professional or technologist for graphic expression. This course teaches the fundamentals of drafting through the use of CAD and pencil sketches on gridded paper. The student will be introduced to basic computer-aided (CAD) with the AutoCAD program. Student will use AutoCAD to setup drawings and add lines, circles, arc, other shapes, geometric constructions, dimensioning, and text. Students will use display and editing techniques as well as obtain information about their drawings and work with drawing files.

ET 170. Introduction to Engineering Technology. 3(3,0). This course stresses the role of Engineering and Technology in the society in general and in technological environment in particular; presentation of various physical

and mathematical tools for solving technical problems; adequate use of graphical analysis, technical sketching, digital and analog computers. Introduction to analysis and synthesis of electrical, mechanical, environmental and pollution-control systems. (F,S)

ET 212. Statics. 3(3,0). This course deals with the section of Engineering Mechanics commonly referred to as Statics. It uses visual analysis in the classification of force systems, free body diagrams and principles of equilibrium applied to bodies and simple structures. It also looks at friction, centroids, moments of inertia and more. *Prerequisite:* Math 153 and Physics 254. (F,S)

ET 213. Strength of Materials. **3(3,0).** This course emphasizes concepts of stress and strain; stress-strain relationship, tension, compression torsion, buckling and bending of structural elements; deflection, shear, and moment in statically determinate and statistically indeterminate beams; and mechanical properties of materials. *Prerequisite:* ET 212. (F,S)

ET 250. Technical Communications. 3(2,3). This course is designed to familiarize the student with concepts, principles, and contemporary practices used in industry to create, write and present technical information. Attention will be given to report writing, oral presentations, and graphic communications. It will also include word processing and exercises that reinforce the areas of technical communications. *Prerequisites:* English 101 and 102. (F,S)

ET 255. Engineering Economic Analysis. 3(3,0). Basic concepts in Engineering Economic Analysis, principles of equivalence of time value of money, return on investment, evaluation of alternatives, the effects of taxes on economic analysis, break-even and crossover analysis, replacement policies, optimization of engineering design. Case studies are used. *Prerequisite:* M 152. (F,S)

ET 310. Engineering Computing. 3(2,3). Hardware and soft-ware; low-level and high-level languages; detailed discussion of one high-level language-variables and constants; type declarations, input/output statements, intrinsic functions, mixed-mode arithmetic, selection using IF-THEN-ELSE or similar statements, format-directed 110 statements, subscribed variables, repetition using DO-Loops or similar statements; subroutines and functions, and additional topics depending upon the language used. *Prerequisite:* CS 150. (F,S)

ET 313. Dynamics. 3(3,0). This is a course in kinematics and dynamics of a system of material particles, kinematics and dynamics of rigid bodies in space, moment of inertia of masses, principle of work, and energy. Impulse and momentum, impact and mechanics of vibrations. *Prerequisite:* ET 212. (F,S)

ET 421. Thermodynamics. 3(3,0). This course deals with the first and second laws of thermodynamics; thermodynamic properties of gases, vapors, and gas-vapor mixtures; energy-systems analysis including power cycles, refrigeration cycles and air-conditioning processes. Students are also introduced to thermodynamics of reacting mixtures. *Prerequisites:* M 237, CS 310, ENGR 313. (F,S)

MECHANICAL ENGINEERING TECHNOLOGY

MET 200. Advanced CAD. 3(2,3). This course will consist of topics in the area of Computer-Aided Drafting with emphasis on three-dimensional wire-frame modeling. Hands-on experience is integrated in laboratory exercises Individual projects are required. *Prerequisite:* ET 150. (F)

MET 221. Machine Tool Laboratory. 3(2,3). This course consists of lecture and laboratory work designed to provide the student with knowledge of, and experience with, hand and machine tools, measuring instruments, classes of fits: gear cutting and thread cutting, inspection. (F).

MET 222. Machine Tool Laboratory. 3(2,3). This course teaches advanced machine tool operations which include tapering offset turning screw threads and advanced milling machine operations. This course also includes equipment selections and inspection. *Prerequi-site:* MET 221. (S)

MET 324. Kinematics and Machine Design. 3(2,3). This course is an analytical and graphical study of displacements, velocities and accelerations involved in commonly used linkages, gears and cams. The course consists of two lecture hours and three hours of problem solving which involves graphical solutions of design problems as well as course projects. *Prerequisite:* Physics 254, 251. (F)

MET 325. Kinematics and Machine Design. 3(2,3). This course is an analytical and graphical study of common mechanisms such as gears, gear trains, linkages and cams. The course includes two hours of lecture and three hours of problem solving which involves graphical solutions of design problems as well as course projects. *Prerequisite:* Physics 254, 251 (S)

****MET 326. Internal Combustion Engines. 3(2,3).** This course is a study of fundamental principles of gasoline and diesel engines; the combustion processes, engine designs and characteristics, valve and ignition timing, fuels and carburetion. Particular emphasis is placed on the use of testing equipment, the dynamometer, and interpretation of test results. (F)

****MET 370. Metrology. 3(2,3).** This course covers the principles of metrology and the relationship of precise measurement to design practice and production processes. It also covers the use of various measuring devices. Laboratory exercises focus on applications of various measuring devices. *Prerequisites:* MET 221. ( )

MET 380. Design of Mechanical Element. 3(3,0). This course covers the selection and design of basic mechanical elements such as shafts, bolts, rivets, brakes, clutches, bolts, chains, fastener, welds, gears, etc. It also deals with analysis of combined state of stress, failure criteria such as fatigue and selection of material. *Prerequisite:* ET 213.

MET 422. Applied Thermodynamics (continuation of MET 421). 3(3,0). This is a course in the application and corollaries of the Second Law of Thermodynamics Entropy, irreversibility, and availability. Thermodynamics relations-psychonometry; mixtures and solutions; combustion of fuels. This course is a combination of basic theory and its application to gas and vapor power cycles, refrigeration and air-conditioning, heat pumps, and other engineering systems and processes of interest. *Prerequisite:* ET 421. (S)

MET 425. Microcomputer Applications. 3(3,0). This course emphasizes the use of microcomputers in solving mechanical engineering problems. Students learn content of programs, installation procedures, system configuration, data input, program execution, file management and output interpretation. The computer application in the areas of heat transfer, fluid mechanics and machine design will be included, *Prerequisite:* CS 150 and ET 310.

MET 427. Numerically Controlled Machinery. 3(2,3). This course emphasizes automatically controlling machine tools; a study of symbolic instruction codes such as alphabets and numbers; interpreting numerical drawings, numerical control concepts, part programming, types of numerically controlled machines, numerically controlled tooling and fixturing. *Prerequisite:* MET 221 or consent of Instructor.

MET 428 CNC Machine Tools II. 3(2,3). This course is a continuation of MET 427 Numerically Controlled Machine Tools. It is designed to provide a close study of multiple axis CNC machine tools similar to those used

in everyday manufacturing industries. A section of this course will be devoted to computer-aided programming. *Prerequisite:* MET 427.

****MET 430. Introduction to Air Pollution Control. 3(2,3).** This is a course in the study of the sources of air pollution and characteristics of source emissions, atmospheric reactions, effects of pollutants, sampling, analysis, measurement and control of pollutants. *Prerequisite:* Chemistry 150.

MET 435. Heat Transfer. 3(2,3). This is a basic course in heat transfer with an introduction to mass transfer. Students learn the principles of conduction, convection and radiation and application of principles of heat transfer to contemporary problems in engineering technology. *Prerequisite:* ET 421. (S)

MET 440. Manufacturing Processes. 3(3,0). The intent of this course is to familiarize the student with various aspects of manufacturing. It deals with material procurement and processing, material requirement planning (MRP), machining, casting, welding, EDM, ECM, as well as Introduction to Computer-Aided Manufacturing (CAM). There will also be visits to local industries. *Prerequisite:* MET 221 or consent of instructor.

MET 450. Engineering Materials. 3(2,3). This course is a study of metallic and non-metallic materials such as plastics, composite materials, etc., used in design including characteristic properties and methods of conducting common tests and interpreting results. The laboratory includes the forming and fabrication of composite materials, heat treatment as well as mechanical testing. *Prerequisite:* ET 213, M 163.

MET 459. Senior Project Proposal. **1(1,0).** The intent of this course is to enhance the students chance of successfully completing senior project MET 460. It is a prerequisite for senior project MET 460. This course is designed to afford students planning to take senior project the opportunity to prepare prior to registering for the senior project course. Students will be able to identify a professor, select a topic, do literature review, as well as determine methodology for accomplishing their senior projects. *Prerequisite:* Senior standing in MET (F,S)

MET 460. Senior Project. 3(3,0). This course is designed to enable MET students with senior standing to apply the knowledge and skills acquired from different MET courses towards accomplishing a practical design project. Students will also be required to successfully complete the fundamentals of Engineering Technology Examination FETE. *Prerequisite* MET 459 (F,S)

**Elective *(Taught on Request)*

NUCLEAR ENGINEERING

NE 160. Medical Physics Seminar. 1(1,0). A general overview of the state-of-the-art of medical technologies in use in hospitals and clinics designed to inspire students to enter the field of medical physics. Professionals in the field will emphasize future career options in Medical Physics. Guest lectures, and visits to hospitals are two of the main activities that will be part of the course. *Prerequisites:* None ( )

NE 180. Essentials of Medical Physics. 3(3,0). Basic Principles in medical physics. Foundation course for theoretical and practical aspects necessary for studying medical physics applications in different areas such as diagnostic imaging, physiological monitoring, and analysis of clinical data. *Prerequisite:* P 160/NE 160/B 160 ( )

NE 305. Fundamentals of Nuclear Engineering. 3(3,0). Study of the properties of nuclei, nuclear structure, radioactivity, nuclear reactions, resonance reactions and moderation of neutrons. *Prerequisites:* P 406 ( )

NE 408. Ionizing Radiation. 3(3,0). This course is the study of interactions, and detection of ionizing radiation: Biological effects, shielding and standards of radiation protection. *Prerequisites:* NE 305 or consent of the instructor ( )

NE 411. Nuclear Reactor Engineering. 3(3,0). T This course is the study of reactor heat generation and removal; steady and unsteady-state conduction in reactor elements; single phase, two-phase, and liquid metal cooling, core thermal design. *Prerequisites:* NE 305, MET 421, and MET 435. ( )

NEEP 271. Engineering Problem Solving I 3(3.0). Solution of engineering problems using commercially available software tools (spreadsheets, symbolic manipulators, and equation solvers). The emphasis will be on nuclear engineering problems including radioactive decay, nuclear cross sections, scattering, and criticality. *Prerequisites:* Math 222, Physics 20

NEEP 405. Nuclear Reactor Theory 3(3.0). The neutronics behavior of fission reactors, primarily from a theoretical, one-speed perspective. Criticality, fission product poisoning, reactivity control, reactor stability and introductory concepts in fuel management, followed by slowing down and one-speed diffusion theory. *Prerequisites:* NEEP 305, Math 319 and 321.

DEPARTMENT OF INDUSTRIAL AND ELECTRICAL ENGINEERING TECHNOLOGY

ELECTRICAL ENGINEERING TECHNOLOGY

EET 230. Circuit Analysis 3(3,0). This course combined with Electrical Network Analysis, is designed to introduce the concepts and principles of electrical network analysis. This course covers the following: electrical current, voltage, energy, and power, Ohms law, Kirchoffs voltage and current laws; Analysis of DC circuits. *Prerequisite:* M 153 (F)

EET 232. Electrical Network Analysis. 3(3,0). This course is a continuation of Circuit Analysis (EET 230) course. It covers the following: Inductance and capacitance; introduction to DC transients; phasor concepts and AC steady-state analysis including magnetically coupled circuits: Introduction to frequency response and filters; balanced 3 - phase circuit analysis. *Prerequisites:* EET 230, P254. Co-requisite: M 163 (S)

EET 233 Circuits Laboratory, 1 (0,2). This is a laboratory course on electrical circuits and networks. *Co-requisite:* EET 232 (S)

EET 275. Engineering Mathematics. 3(3,0). This course emphasizes application of the following topics: Vectors; Complex Variables; Differential and integral Calculus: Matrices and Determinants. Special emphasis on Differential equations and Laplace Transform. *Prerequisite:* M 163. (S)

EET 320. Introduction to Computer Programming. 3(3,0). This course introduces students to theory and principles behind C/C++ computer programming. The students will be introduced to variables, loops, structures, functions, arrays, and pointers. *Prerequisite:* ET 170. (F)

EET 330. Electronics I. 3(3,0). This course covers the following: Semiconductor Materials; Principles and application of: Pn junction Diode; Dipolar Junction Transistor (BJT); Field Effect Transistor (FETs); PNPN and other special devices. *Prerequisites:* EET 232, P255. (F)

EET 332. Electronics II.3(3,0). This course covers the following: BJT and FET modeling: small and large signal analysis: BJT and FET frequency response: Operational Amplifiers; Op-Amp applications and active filters; Linear and Digital ICs. *Prerequisite:* EET 330 (S)

EET 333. Electronics Laboratory 1(0,2). Laboratory experiments to accompany EET 330, EET 332, and EET 375. *Corequisite:* EET 332, EET 375 (F)

EET 374. Electrical Machines. 3(3,0). This course is designed to introduce the concepts and principles of electric machines and transformer. It covers the following; magnetic concepts and magnetic circuits: DC machines; Transformers; AC machines. *Prerequisites:* EET 232 and P 255 (F)

EET 375. Electronics Communications. 3(3,0). This course introduces students to communication techniques. Topics include basic components of communication systems, noise, AM and FM transmission and reception. Prerequisite: EET 330. (F)

EET 381. Digital Systems Design and Analysis. 3(3,0). This course covers the following number systems: binary arithmetic; SSI logic gates; Boolean algebra and theorems; K-Map. Q-M procedure, MEV method; logic design using SSI IC chips; logic design using MSI chips; study of arithmetic circuits; Introduction to sequential circuits; flip-flops truth table and characteristics equation; application of flip-flops frequency division, counters, and shift registers; design of synchronous sequential circuits; analysis of BJT digital logic circuits and logic families. *Prerequisite:* Junior standing or consent of instructor. (F)

EET 382. Introduction to Microprocessors. 3(3,0). This course covers the following materials: assembly language programs that include data transfer operations; arithmetic and logic operations; stacks and subroutine operations; programming the input/output port; A/D and D/A conversions; introduction to microcontroller programming and applications. The course will concentrate on Intel 8-bit and 16-bit microprocessors and Motorola microcontrollers. *Prerequisite:* EET 381 (S)

EET 383. Digital and Microprocessor Laboratory. 1(0,2). A one-semester laboratory course to accompany Introduction to Digital Electronics (EET 381) and Introduction to Microprocessors (EET 382). The student will be engaged in a series of hands-on and simulation experience in digital circuits and microprocessors. The student will also be introduced to virtual instrument (vi) concept in this laboratory. *Co-requisite:* EET 382 (S)

EET 392. Introduction to PLC and Virtual Instrumentation. 3(3,0). This course is designed to introduce Engineering Technology and Sciences majors to the following: theory and programming of PLC; application of PLC; virtual instrumentation using Lab View; Lab View fundamentals, structures, arrays and clusters, charts and graphs, strings and files; solving real world problems using virtual instruments; introduction to data acquisition; PLC simulation using Lab View. *Prerequisite:* EET 381 (S).

EET 443. PLC and Virtual Instruments Laboratory.1(0,2). A one-semester laboratory course to accompany Introduction to PLC and Virtual instrumentation. The student will be engaged in a series of hands-on and simulation experience in PLC and virtual instrumentation. The student will also be introduced to data acquisition and advanced virtual instrument (vi) concept in this laboratory. *Co-requisite:* EET 392 (S).

EET 450. Introduction to Electrical Power Systems. 3(3,0). This course is designed to introduce the fundamental concepts and principles of electrical power systems. It covers a review on balanced three-phase circuits and per phase method of analysis; one-line diagram; power system basics: important components, generation and trans-mission/distribution of electrical energy, important analyses, hazards and protection; transmission line parameters and modeling; complex power transmission; power system modeling; per unit method of analysis. *Prerequisite:* EET 374 (F).

EET 453. Machines and Power Laboratory. 1(0,2). This is a laboratory course on electrical machines and power systems. *Co-requisite:* EET 450 (F).

EET 459. Senior Project Proposal. 1(1,0). This course is designed to prepare the student for the senior project course. Students will be able to select a topic, do literature survey, and determine methodology for accomplishing the senior project course. *Pre-requisite:* Senior standing in EET 233 and EET 330 (F)

EET 460 Senior Project. 3(3,0). This course is designed to enable the EET students to apply the knowledge and skills acquired from different courses toward accomplishing a practical design project. *Prerequisite:* EET 459 (S)

EET 470. Automatic Control Systems. 3(3,0). This course is a study of linear control systems. Topics include basic control principles, system modeling, and analysis and design techniques. *Pre-requisite:* EET 275 (F)

EET 475. Computer Aided Design of Electrical Systems. 3(3,0). In this course, students will learn the design technique of various systems such as electrical, electronics and electro-mechanical systems using CAD application software. The design process will include the study and analysis, configuration, specification, performance, effect of parameter variations and trade-off. Students will prepare a report on major steps in the design process documenting important results. *Prerequisites:* Senior standing and consent of instructor. (S)

EET 480. Introduction to Robotics. 3(3,0). This course provides an introduction to robotics and includes the following topics: robot arm direct and inverse kinematics, robot dynamics, control scheme for robot arm control. *Pre-requisite:* EET. 470 (S)

EET 483. Control and Robotics Laboratory. 1(0,2). A one-semester laboratory course to accompany Automatic Control Systems and Introduction to Robotics. The student will be engaged in a series off hands-on and simulation experience in control systems and robotics. Co-*requisite:* EET 480. (S)

SUGGESTED LIST OF ELECTIVES

EET 259. Introduction to GIS and GPS. 3(3,0). This course will introduce the students to various GIS and GPS concepts and applications. ArcView/Maplnfo. Software will be used to design and study maps from geographical data. *Pre-requisite: CS* 107 (F,S)

EET 359. Introduction to Computer Networks. 3(3,0). This course will introduce the students to theory and applications of various types of compute networks. *Pre-requisite:* EET 320 (F,S)

EET 369. Applications of Object-Oriented Programming. 3(3,0) This course will introduce the students to Visual-Basic Programming language and its use in various industrial applications.
Pre-requisite: CS 107. ( )

EET 379. Material Science. 3(3,0). This course will introduce the students to electronic properties of solids, factors influencing these properties and possible control of materials properties. *Prerequisite:* EET 330 and EET 275 (F,S)

EET 389. Signals and Systems. 3(3,0). This course will acquaint the EET majors with the mathematical tools to analyze electrical systems. Topics mathematical tools to analyze electrical systems. Topics include: wave form analysis, circuit parameters, basic time domain circuit, laplace transform and its application to circuit analysis, simusoidal steady state representation. *Prerequisites:* EET 232 and EET 275 (F,S)

EET 399. Fiber Optics Communications. 3(3,0). This course is the study of guided optical communication systems. It includes optical source detectors, fiber optic components such as connectors, couplers, multiplexing devices, modulation and noise considerations. *Prerequisite:* EET 332 and EET 375 (F,S)

EET 429. Digital Communications. 3(3,0). This course will introduce the student to the analysis and design of different types off Digital Communication Systems. *Prerequisite:* EET 382 (F,S)

EET 439. PCB Layout and Fabrication. 3(3,). This course is a study of different phase of layout and fabrication of printed circuit board. Students will use PCB layout software package for laying out the circuit board and will fabricate it in the laboratory. *Prerequisite:* EET 382 and EET 232 (F,S)

EET 449. Electromagnetics. 3(3,0). This course is a study of transmission, propagation and reception of electromagnetic waves. Students will use various advanced mathematical techniques to study different wave properties. *Pre-requisite:* EET 275 (F,S)

EET 469. Introduction Digital Filters and Signal Processing. 3(3,0). This course will introduce the students to different type of digital filters and different signal analysis techniques. Students will use MATLAB/Lab VIEW software packages to achieve these objectives. *Pre-requisite:* EET 275 (F,S)

EET 479. Digital Control System. 3(3,0). This course covers discrete systems analysis, Z-transform, discrete equivalents to continuous transfer functions, design of digital control systems using transform techniques, state-space methods and system identification. *Pre-requisite:* EET 470 (F,S)

EET 485. Digital Communications. 3(2,3). This course will introduce the EET majors to different types of Digital Communication Systems, analyzing and designing these systems alone and in the presence of noise. Topics include: introduction to information transmission, frequency response of linear systems, digital communication systems, :modulation techniques, performance of communication systems, limitations due to noise, statistical communication theory and digital communications, networkingprotocols, probability theory, random processes and optimum signal detection. *Prerequisites:* EET 382, 381 and Math 163. (F,S)

EET 489. Special Topics in Electrical Engineering Technology. 3(3,0). Detailed study of a special topic in EET, selected from numerous subjects taught in major universities, to permit students and faculty to explore topics in Electrical Engineering and Technology which are not offered in campus. *Pre-requisite:* Senior standing and consent of instructor (F,S)

INDUSTRIAL TECHNOLOGY AND TECHNOLOGY EDUCATION

ETS 250. African American History of Technology and Science. 3(3,0). A survey of major scientific discoveries and technological innovations since the Scientific Revolution. Special attention will be paid to the Newtonian mechanistic worldview, theories of evolution, industrial revolution, medical advances, computers, and robotics. The social, economic, and ethical impact of modern scientific and technical discoveries will also be discussed.

IT 180. Introduction to Industrial Technology. 2(2). Designed for both programs, this course provides an overview of development, societal impacts, and future implications of technology. The course is designed to address human abilities to integrate resources to solve social-technical problems. The course serves as an introduction to the study of communication, construction, manufacturing, and transportation technology and systems. (F)

IT 301. History and Philosophy of Industrial Education. 3(3,0). This course deals with the development of Industrial Education; aims and objectives of vocational industrial education and industrial arts education; basic laws and trends in federally aided programs; state plans; changes in practices due to changing philosophies and technological development. (F)

IT 305. Human Relations in Industry. 3(3,0). This course treats the important phases of the application of psychology to industrial problems. It consists of a study of labor problems, labor legislation, employment conditions and the labor movement. The course aims to provide all students with a background against which they may interpret and evaluate the significant developments in the field of labor relations. (F,S)

IT 306. The Making and Utilization of Trade and Job Analysis. 3(3,0). Trade and job analysis are studied as the basic for trade teaching. (S)

ITE 308. Methods and Management for Teaching Industrial Subjects. 3(3,0). This course is designed to acquaint students with several methods of teaching industrial subjects and with shop management. The development and use of teaching aids are stressed. Pre-clinical experiences are required (twenty to thirty). (F,S)

ITE 309. Course Making. 3(3,0). This course is designed to teach techniques of course construction. It is based upon Trade and Job Analysis with emphasis on the arranging in sequence of difficulty those jobs within each division of a trade; the determination of teachable content. (F)

ITE 310. School Shop Safety. 3(3,0). This course deals with the teaching of safety education in the school shop, showing the correlation between school shop safety and industrial safety programs. It seeks to establish a background for individual development of attitudes in safety and accident prevention in the school shop. (F,S)

ITE 318. Advanced Methods of Teaching Industrial Subjects. 3(2,3). This course is designed to provide the new teachers in-depth instructions as well as practical application of the skills needed to be a successful vocational teacher. *Prerequisite:* IE 308. (F,S)

IE 32324. Comprehensive Industrial Arts. 3(2,3). This course focuses upon a single shop program involving many industrial areas. Students rotate through the areas in order. Organization and methods of the comprehensive shop are emphasized. (F,S)

ITE 326. Technology for Learners with Special Needs. 3(3,0). The course aims to provide opportunity for study of tools, materials, and processes related to modern industry. Emphasis is placed on those attitudes and competencies which the teacher must acquire to adapt the learning activities to the unique needs of learners often classified as disadvantaged" or as described by the Vocational Education Acts as persons with "special needs." (S)

ITE 404. Professional Clinical Experiences. 12(6,6). In this course, the prospective teacher assumes responsibility for preparing for teaching, and managing classes in the supervised teaching experience. Each student acquires a wide range of experiences in such teach-ing responsibilities as lesson planning, classroom management, record keeping, which are representative of the teaching process in technology education and vocational education. The prospective teacher gains increased teaching proficiency under the expert guidance of an experienced teacher. (F,S)

IT 410. Facilities, Planning and Management. 3(3,0). This course focuses upon planning, organizing and managing industrial and technical education laboratories, layout, selection, and management of equipment and supplies. It includes a study of laboratory requirements, with special concern for safety, maintenance, and modification of existing facilities. (S)

IT 415. Special Projects. 13(1 to 3,0). The student is assigned a project in accordance with his or her needs and capabilities. Projects are either experimental, theoretical or developmental and cover subjects not thoroughly covered in other courses. *Prerequisite:* Consent of instructor. (F,S)

ITE 416. Competency Testing in Vocational Subjects 3(3,0). Study of competency testing in vocational education which includes educational

objectives and measurement; construction and use of oral, objective, short answer, matching, essay, and performance tests; and treatment of test data of grade assignments and statistical analysis.

CONSTRUCTION

IT 211. Construction Systems. 3(2,3). Construction systems can be very complex in todays technological world. The student will use the systems approach to analyze the basic parts of the construction industry. The students will also explore how structures influence the society and how construction systems can be operated safely and efficiently (F)

IT 212. Machine Woodworking. 3(2,3). This course stresses basic elements in nomenclature, setup and operation of power equipment. It includes a study of the processes and techniques of furniture construction. The student will design and construct a product either individually or in a group. *Prerequisite:* IE 211. (F,S)

IT 311. Machine Woodworking. 3(2,3). An advanced course in furniture construction. Complex operations and processes in the construction of furniture and fine woodworking are explored. *Prerequisite:* IE 211. (F,S)

IT 312. Cabinet Work. 3(2,3). This is an advanced course in cabinetmaking millwork. A study of special interior finishing, cabinets, storage, walls, mantels, etc. Drawer and door construction. Students are exposed to preliminary planning showing sectional relationship or structural members, joints and methods of fastening. *Prerequisite:* IE
311. (F,S)

IT 325. Construction Practices. 3(2,3). This course is a study of industrial practices affecting man, materials, and equipment employed by one construction industry. Activities are directed to developing a working knowledge of construction technology and a framework for incorporating this industry into the technology education of the secondary school. *Prerequisite:* IE 211. (S)

IT 411. Carpentry. 3(2,3). This course consists of advance roof framing, cornice, construction, exterior finishing, design and construction of door and window frames: building materials and insulation. *Prerequisite:* IE 212. (F,S)

IT 412. Design of Woodworking. 3(2,3). This is a special course designed for prospective industrial teachers covering problems of planning, designing and making drawings of projects, stock cutting bills, patterns and job plans for a course of study at a chosen grade level.

MANUFACTURING

IT 221. Manufacturing Technology. 3(2,3). The content in this course includes basic principles of metal working and processing, including casting, welding, sheet metal, and machine shop practice. Related theory and technical information. (S)

IT 330. Technological Concepts in Manufacturing. 3(2,3). This course is designed to familiarize industrial education students with the technological concepts of management, production, and personnel practices employed in manufacturing industries. Students also will assist them in teaching concepts about manufacturing at the secondary school level. *Prerequisite:* IE 180 (F)

IT 421. Machine Shop Practice. 3(2,3). This is a course in advanced milling machine operations, spiral and helical milling, helical and core gear cutting, cam making and precision grinding. This course also includes equipment selection, repairs, and maintenance. *Prerequisite:* IE 321. (S)

TRANSPORTATION

IT 241. Transportation, Power and Energy. 3(2,3). The focus will be on powered transportation systems used to move people and goods. Emphasis will be placed on water, land, air, and space transportation systems and the vehicular systems relating to these forms of transportation systems. (F,S)

IT 331. Power Mechanics. 3(2,3). Power Mechanics is the study of power, motors, engines and vehicles. It is designed to include the many different phases of power mechanics; provides excellent opportunities for the development of problem-solving abilities while working with tools, materials and processes related to power development and its importance. (F)

IT 332. Automotive Chassis Units. 3(2,3). This is a course in the history, development and social implications of the automobile. Students engage in a study of service brakes, parking brakes, standard steering, power steering, steering gears, steering geometry, mechanical brakes, hydraulic brakes, power brakes, wheel balance, frames, suspension systems, and fundamental materials and process-es. (S)

IT 341. Automotive Engines 3(2,3). This course is a study of two-and four-stroke-cycle gasoline engines, two- and four-stroke diesel engines, steam engines, and gas turbine engines. *Prerequisite:* Approval of the instructor. (F)

IT 342. Automotive Fuels, Fuel and Electrical Systems. 3(2,3). This course is a study of automotive fuels, fuel requirements, fuel ratings, fuel tanks, lines, fittings, pumps, carburetors, fuel injector, superchargers, governors, gauges, manifolds, and exhaust systems; automotive batteries, generators, alternator, rectifiers, current regulators, cranking motors, ignition systems, lighting systems, signaling devices, wiring, power windows, and convertible-top electrical apparatus. *Prerequisite:* IE 341. (S)

IT 441. Automotive Power Train. 3(2,3). This course is a study of fluid coupling, torque, converters, disk clutches, standard transmissions, overdrive, semi-automatic transmissions, automatic transmissions, universal joints, torque tube and Hotchkiss drives, rear axle assemblies, wheels and tires. *Prerequisite:* Approval of the instructor**.** (F)

ELECTRICITY

IT 251. Introduction to Communication. 3(2,3). Introduction to the process, technical devices and systems used to aid in human communication. Emphasis is placed on contemporary technological concepts and systems used for encoding, transmitting, receiving, decoding, storing, retrieving, and using information. (F)

IT 252. Electricity and Electronics. 3(2,3). This course is designed to introduce the student to fundamentals of electricity and electronics; applied electricity; DC theory and circuits; alternating current theory; electronic devices and applications; basic electronic circuits; and electronic communication and data systems. *Prerequisite:* IE 251. (S)

GRAPHIC COMMUNICATIONS

IT 381. Graphic Communications I. 3(2,3). This course is an introduction to basic printing technology, including the major processes of layout and design, copy preparation and composition, continuous tone photography, reproduction photography, silkscreen printing, offset lithography, and binding and finishing. (F)

IT 384. Graphic Communications II. 3(2,3). This course is a continuation of the study of graphic processes with emphasis on advanced techniques applied to offset, screen printing and photography.
Prerequisite: IE 381. (S)

PRODUCE AND STRUCTURAL DESIGN

IT 121. Product and Structure Design I. 3(2,3). Introduction to the design process and graphic methods to create and convey technical ideas and concepts. Emphasis on technical designing, freehand sketching, orthographic projection, pictorial drawing, charts and graphs, and reprographics relative to developing products and structures. (F)

IT 122. Product and Structural Design II (CAD). 3(2,3). This course introduces the engineering graphics workstation and utilizes AutoCAD to create technical drawings. The student will employ architectural planning and design concepts to solve problems for residential and light commercial buildings. *Prerequisite:* IE 121. (S)

INDUSTRIAL ENGINEERING TECHNOLOGY

IET 252. Industrial Statistics I. 3(3,0). This course is the study and application of probability theory in the solution of industrial and manufacturing problems. Topics include data description, probability, various probability distributions, measures of central tendency, statistical estimation, confidence intervals, hypothesis testing, and computer applications. The microcomputer is used as a problem-solving tool. *Prerequisite:* M 153. (S)

IET 350. Industrial Safety Engineering. 3(3,0). This course is a basic study of industrial hygiene and safety. Industrial hygiene includes recognition, evaluation, and prescription of environmental factors which influence health, industrial safety relates to accident prevention and consideration of the nature and extent of the accident problem. The course stresses the role management must play in industrial safety, the information it must have to ensure an efficient, well-managed safety program with particular emphasis on the OSHA requirements. (S)

IET 352. Industrial Statistics II. 3(3,0). This course is the study and application of statistical theory in the solution of industrial and manufacturing problems. Topics include regression, ANOVA, experimental design, and applications to engineering problems. Computer software is used to solve large-scale problems. (This course is a continuation of IET 252.) *Prerequisite* IET 252. (F)

IET 353. Introduction to Manufacturing System Engineering. 3(3,0). -In this course, students are introduced to the concepts of modern manufacturing system activities. Topics include modern production control techniques, recent manufacturing methods, manufacturing process control, industrial robotics, flow line analysis, group technology, computer-aided process planning, shop floor control, and computer-integrated manufacturing systems. *Prerequisite:M* 153. (F)

IET 354. Motion and Time Study. 3(2,3). This course is a study of fundamentals relating to engineering methods of work and work measurement. Special emphasis is given to the scientific methods and graphical tools of methods analysis for determining efficient work methods. Time study emphasizes the fundamentals and procedures of work measurement as a basis for productivity and performance improvement. *Prerequisite:* IET 252. (S)

IET 355. Simulation Modeling of Industrial Systems. 3(3,0). This course is an introduction to concepts of simulation modeling and analysis with application to industrial and manufacturing systems. Emphasis is placed on the principles and practice of modeling various manufacturing systems. Statistical techniques in simulation methodology are also studied. *Prerequisite:* M163 AND CS 150. (S)

IET 356. Plant Layout and Material Handling. 3(2,3). This course is a study of the systematic method of plant layout for efficient material handling and product flow. Emphasis is placed on charting techniques in the optimization of material handling, the economic factors essential to the evaluation of design alternatives, the fundamentals of equipment selection, and the effects of automation on the field of material handling are studied. *Prerequisite:* IET 252. (S)

IET 357. Industrial Operations Research I. 3(3,0). This course is the study of the quantitative techniques used in the solution of industrial problems. Topics include linear programming, nonlinear programming, integer programming and dynamic programming. Computer software is used to solve large-scale problems. Emphasis is placed on industrial application and problem solving. *Prerequisites:* M163. (F)

IET 450. Project Planning and Control. 3(3,0). This course is the study of project scheduling and management, including Program Evaluation and Review Technique (PERT), Critical Path Method CCPM), and line-balancing techniques. Computer is used in the study. Practical applications are emphasized. *Prerequisites:* IET 252. (F)

IET 452. Statistical Quality Control 3(3,0). This course is an introduction to the concepts of applied statistical quality control. Topics covered include control charts for variables and attributes, process capability assessment, tolerance analysis and design, experimentation in the design of quality, total quality management, and tools for continuous quality inmprovement. *Prerequisite: IET* 352. (S)

IET 453. Automatic Identification Technology. 3(3,0). This course will provide an understanding of Automatic Identification Technology (AIT) and its industrial applications. The topics covered will include AIT objectives, bar coding, radio frequency systems, magnetic stripe, voice recognition, radio data terminals, machine vision and optimal character recognition. Emphasis is placed on selection and application of AITs. *Prerequisite: I*ET 353. (F)

IET 454. Industrial Operations Research 11.3(3,0). This course is an introduction to the method and techniques of mathematical decision making in the solution of industrial problems. Topics include network optimization, stochastic processes, queuing theory, inventory theory, Markovian decision processes and applications, and reliability. Computer software is used to solve large-scale problems. This course is a continuation of IET 357. *Prerequisite: I*ET 357. (F)

IET 456. Production and Inventory Control. 3(3,0). This course emphasizes the concept of a basic production control system and the requirements of production control for both continuous and intermittent manufacturing are covered. Control of inventory is treated as an integral part of the production control system. Various methods and techniques of planning, scheduling, routing, and detailed procedures of production control are studied. Involves the most economical methods, machines, operations, and materials for the manufacture of a product. Case studies are used. *Prerequisite:* IET 252. (S)

IET 458. Human Factors Technology. 3(2,3). This course is a study of human characteristics and limitations as they affect the design of operating systems. It stresses the application of the human factors database including anthropometric data and behavioral and physiological research to practical design problems involving the work environment, tools and equipment, and consumer products. *Prerequisite: I*ET 252. (F)

IET 459 Technical Project Proposal. 1(1,0). The intent of this course is to enhance the students chance of successfully completing senior project IET 460. This course is designed to afford students planning to take senior project the opportunity to prepare prior to registering for the senior project course. Students will be able to identify a professor, select a topic, do literature review, as well as determine methodology for accomplishing their senior projects. *Prerequisite:* senior standing in IET. (F,S)

IET 460. Technical Project. 3(3,0). This course is a study of any timely or special problem requiring the application of industrial engineering meth-

odology for pragmatic solution. The problem selected should provide the student with many of the experiences and challenges likely to be encountered by practicing industrial engineering technologists. Collaboration with representatives of industry, government agencies, or community institutions is encouraged. A final written technical report, with evidence of extensive development and/or laboratory performance and tests, is required. *Prerequisite* IET 459. (F,S)

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

COMPUTER SCIENCE

CS 150. Computer Technology. 3(1,2). A one-semester course for undergraduates from all disciplines, which explores the nature and history of computers, their impact on society, and their use in various disciplines and careers, including selected popular applications such as word processing, spreadsheets, data base management, presentation software, the internet, and web page development. This course involves a one hour large lecture and two hours of structured laboratory each week. *Prerequisite:* ***None*****.** (F,S)

CS 151. Introduction to Computer Science. 3(2,1). An introduction to computer concepts and microcomputer applications. Provides a comprehensive overview of computer science through an integrated introduction to the subjects that constitute a typical university computer science curriculum. This course explores the nature and history of computers, their impact on society, and their use in various disciplines and careers. This course involves two hours of lecture and one hour of structured laboratory each week. The one hour laboratory segment includes an introduction to Windows XP, MS-Word, Excel, Access, and web page authoring. Pre*requisite:* None. (F,S)

CS 161. Introduction to Programming. 3(2,1). An introduction to programming with a structured language on a standard computer system. Currently, we use C++ language and the UNIX operating system; but the choice of language and operating system depend on availability and currency. Emphasis is on understanding the various programming concepts. Some of the programming concepts include: syntax, semantics, declarations, variables, input/output, formatting, selection, loops, subprograms, documentation, software engineering, and scope. Students apply those concepts by writing simple programs in the given language. This course involves two hours of lecture and one hour of structured laboratory each week. *Prerequisite: None*. (F,S)

CS171. Introduction to Object-Oriented Programming. 3(3,0) Classes and objects are introduced using I/O streams as built-in classes and objects. User-defined classes and objects, and abstract data types are also studied. Other topics include inheritance, overloading, one-dimensional arrays, multidimensional arrays, strings, pointers, recursion, templates, and exception-handling. Prerequisite: CS 161. (F,S)

CS 201. Computer Programming I. 3(3,0). An introduction to problem-solving methods and algorithms using object-oriented design. The course covers the graphical representations such as Class-Object diagrams, UML diagrams, and Interaction diagrams to help students understand problem representation and problem-solving using the OO approach. Special consideration is given to algorithms on basic problem representations such as arrays and strings. Graphical user Interface and applets are also a part of the course. Prerequisite: CS 171. (F, S)

CS 202. Computer Programming II. 3(3,0). This course offers advanced topics related to the object-oriented and multithread programming. Topics include multi-thread programming, object serialization, message handling, and network oriented programming. Internet programming and the related event driven programming are a part of the course. Prerequisite: CS 201. (F, S)

CS 205. Scientific Programming. 3(3,0). An introduction to scientific programming using a computer language such as FORTRAN, Mathematica,Visual Basic and LabView. Most applications are selected from mathematics, statistics, physics, engineering and other sciences. Topics include operating system fundamentals (UNIX, Windows and/or VMS), data types, arithmetic, structured selection, structured loops, input/output, sequential files, formatting, statement functions, subroutines, functions, arrays, matrices, character manipulation. Prerequisite: CS 161. (F,S)

CS 209. Business Programming. 3(3,0). Introductory computer programming course using a structured or object oriented programming langage to solve business problems. This course will introduce: algorithm concepts and development; structured or object oriented programming methodologies; language syntax; graphical interface design and event based programming. *Prerequisite:* CS 161. (F)

CS 210. Advanced Business Programming. 3(3,0). A continuation of CS 209, emphasizing structured programming in a business-oriented language and management of files. Details on structures on disks, including sequential access, index sequential, and random access. Commonly used routines, including sorting, merging, table-handling. *Prerequisite:* CS 209. (S)

CS 240. Computer Science Cooperative Education-/Internship. 6(6,0). A supervised learning experience in an approved private or government facility. Students must be employed full-time for at least one semester and must perform supervised work that will enhance their educational background in an area related to computer science. It provides students the opportunity to apply computer science in industry, business, military, government, or other services. It allows early exposure to the work environment while engaged in the learning process, and lets students examine their career choices. In addition to the supervisors evaluation in the field, students performance will be based upon a portfolio, a written report and a oral presentation. *Prerequisite:* CS 171. (F,S)

CS 300. Computer Logic. 3(3,0). A study of the mathematical foundations of Computer Science, with emphasis on number representation and hardware design logic. Topics include: data representation, unsigned and signed integers and real numbers, base conversions of numbers; sets and Venn diagrams; Boolean algebra and its application to gates and circuit designs; simplifying circuits using Karnaugh maps; flip flops, simple combinatorial and sequential circuits. Prerequisite: CS 201. (F,S)

CS 301. Introduction to Computer Systems. 3(3,0). Introduction and overview of computer systems. Binary representation of information. Digital logic structures. The basic von Neumann model of computer. Machine instructions. Assembly language elements and programming techniques: instructions, I/O routines, traps, subroutines, using stacks. Programming in a high-level language. Control structures. Functions. Recursion. I/O operations. Machine implementation of these high-level language features. *Prerequisite:* CS 300. (F,S)

CS 304. Introduction to Computer Organization. 3(3,0). An introduction to the hardware construction of digital computers and their major components. Topics include register transfer language, instruction codes and their hardware implementation (shift registers, arithmetic, branching), microprogrammed control, types of addressing and instruction formats, comparison of RISC/CISC computers. Prerequisite: CS 300. (F, S).

CS 307. Introduction to File Processing. 3(3,0). The tech-niques of structuring data on bulk storage devices. Sequential and direct access files, file management techniques. Algorithms for manipulating linked lists, trees, and other file organization. *Prerequisite:* CS 202.

CS 308. Data Structures and Algorithms Analysis. 3(3,0). Abstract data types are used as mathematical models for elementary data structures,

including records, lists, linked lists, queues, stacks, and trees. Each is analyzed for speed, memory usage, simplicity, pitfalls, and is compared to other data structures. Some applications include searching, sorting and merging. Prerequisite CS 202. (F,S)

CS 318. Organization of Programming Languages. 3(3,0). A study of the Organization of programming languages, formal language theory, syntax, semantics, pragmatics, design and implementation issues, runtime environments, lexical analysis, syntax analysis, compilation, programming, language models (imperative, object, functional, logical), languages from different models. Prerequisite: CS 308. (F,S)

CS 323. Artificial Intelligence. 3(2,1). The concept of intelligence and intelligent systems, both biological and non-biological is the main focus of this course. Embodied and disembodied intelligence along with the human intelligence are discussed. In addition to theoretical knowledge, and integral part of the course is work in the laboratory. Students learn to program robots and other intelligent agents. CS 308 (S)

CS 324. Introduction to Computability, Languages, and Automata. 3(3,0). An introduction to the theoretical foundations of computer science. Topics include mathematical foundations of computing, computer tapes *(finite-state, push-down, turing),* the Chromsky language hierarchy, automata computations, unsolvable problems, and halting problems. *Prerequisite:* CS 202 and M 315.

CS 350. Social Implications of Computing. 1(1,0). A study of the social influences of computers and technology on society. Includes: computer ethics, professional responsibility, intellectual property, privacy, access, and the law. *Prerequisites:* CS 202. (F,S).

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HCS 399. Honors Topics In Computer Science. 3(3,0). A special topics seminar for junior honor students with at least a 3.250 cumulative grade point average and a 3.000 GPA in computer science. Its purpose is to allow the occasional offering of advanced related topics not adequately covered in any regular course available to qualified students of the Department of Mathematics and Computer Science. *Prerequisite:* Permission by instructor.

CS 401. Operating Systems and Computer Architecture. 3(3,0). A study of the evolution of operating systems. Topics include control of input/output, interrupts, job and CPU scheduling, process synchronization, starvation, deadlocks, recovery, memory management and process management. *Prerequisite:* CS 301, CS 304 and CS 308. (F,S)

CS 402. Numerical Analysis I. 3(3,0). A study of numerical methods for solving linear systems of equations, solution of transcendental equations and polynomial equations. Error analysis, convergence of numerical algorithms and iterative methods. Numerical methods of evaluating definite integrals. Approximate methods of solving systems of equations. *Prerequisite:* CS 161 and M 163. (F)

CS 403. Numerical Analysis II. 3(3,0). A study of numerical methods for solving boundary value problems in ordinary differential equations. Error analysis and convergence of numerical algorithms. Interpolation and numerical differentiation. Smoothing of data and method of least square. Solution of systems of differential equations. *Prerequisite:* CS 402. (S)

CS 405. Software Engineering. 3(3,0). Formal techniques in software design, development, testing, and implementation of large-scale software projects. Students work in teams to experience organization, specifications, design, implementation, and testing of a large software project. Prerequisite: CS308. (F,S)

CS 411. Database Management System Design. 3(3,0). Introduction. Data modeling: the Entity-relationship and Relational Models. Relational algebra and calculus. SQL and queries. Database application development: embedded SQL, cursors, SQL-Java. Internet applications: HTML, XML, three-tiered architectures. Physical database design: disks, file organization. Indexing: tree structures and hash indexing. Query evaluation and optimization. Schema refinement and normalization. Physical database design and tuning. Transaction management. Concurrency control. Database security. Overview of advanced topics: data mining, multimedia databases. Prerequisite: CS318. (F,S)

CS 417. Compiler Theory. 3(3,0). The formal treatment of programming language translation and compiler design. Emphasis will be placed on the theoretical aspects of parsing, context-free languages, translation specifications, and machine-independent code improve-ment. Students will be assigned programming projects to give them experience with the various concepts. *Prerequisite:* CS 304, CS 318 and CS 324. (S)

CS 418. Computer Graphics. **3(3,0).** Overview of computer graphics. Graphical display systems and graphic primitives. 2D drawing primitives. Programming line-drawing applications with OpenGL. Window-to-viewpoint transformation for display. Clipping. Vectors, vector operations and affine transformations. 3D transformations. Drawing 3D objects using OpenGL. Tools for viewing and animation of 3D scenes. Development of classes for 3D drawing and animation. Advanced topics: ray tracing, visualization, multimedia. Prerequisite: CS 308.

CS 420. Computer Networks. 3(3,0). The fundamentals of computer networks and current methods and practices in using computer networks. Topics include physical elements, architectural elements, information layering, diagnostics, design, operational performance measurement tools, communication protocols, datalinking, switching, routing, data security, and LANS. *Prerequisite:* CS 401. (F)

CS 460. Senior Project. 3(3,0). Provides students the opportunity and experience to do independent research under the guidance of a computer science faculty member. Students may choose to do research in *(but not restricted to)* one of the following areas: networks, compiler theory, graphics, computer architecture, numerical methods, systems analysis and design, operating systems, artificial intelligence, and games. This course will enable students to apply knowledge and skills acquired from computer science and related courses towards accomplishing a productive design project. *Prerequisite:* Permission by instructor.

CS 480. Introduction to Robotics. 3(2,1). This course offers knowledge of a special type of intelligent systems, robots. Among many approaches toward robotics the course concentrates on cognitive and behavior-based robotics. An integral part of the course is working in the laboratory. Students learn to control real robots and to build simple robot controllers. Prerequisite: CS300, and CS323. (F)

CS 495 Biocomputing and Bioinformatics 3(3, 0). This course covers information processing in biological cells. Among other standard issues of information processing, this course considers system software in biological systems, string processing, and manufacturing.. This course also provides knowledge of techniques ofbioinformatics as a career oriented discipline within computer science, including digital encyclopaedias and bioinformatics websites. Prerequisite CS202. Highly recommended : CS401 and/or CS480. (F)

CS496 Neuroinformatics and Brain-Computer Interface 3(2, I). This course covers information processing systems in neural systems. It includes neurocomputing on neuron level, cognitive processing on brain level, neuroinformatics websites, artificial neural architectures, biosignal processing, brain-computer interface, and brain-robot interface. Laboratory work with biosignals is part of the course. Prerequisite CS202. Highly recommended: CS323 and CS480. (F,S)

HCS 498. Senior Honors Thesis. 3(3,0). Provides an opportunity for the student to do intensive independent study and research under the direction and supervision of a faculty member, including the writing of a thesis. Enrollment may be split between two semesters, but no grade will be given until completion of the thesis. This course is open only to senior honor students majoring in computer science with at least a 3.25 cumulative grade point average and a 3.00 GPA in computer science, and have shown a marked capability for independent study. *Prerequisite:* Permission by instructor.

CS 499. Special Topics in Computer Science. 1-3(1-3,0). Study of a special topic in Computer Science, relevant to the current state of the art, not covered in other courses. Topics are offered as needed or requested. Currently, the following topics are being offered: **1)** Biocomputing and Bioinformatics, 2) Computer Science Applications in Earth and Space science, 3) Intelligent Data Mine Systems, and 4) Web Page Design. Students may repeat this course with different topics as additional electives toward their graduation, up to a maximum of six credits. Prerequisite: Permission by instructor. (F,S).

MATHEMATICS

M 150. Quantitative Reasoning—Mathematics. 3(3,0). A study of how mathematics is used to formulate problems and solve applications problems within the context of the real-world and other disciplines. Quantitative reasoning skills are developed and experience is gained in applying these skills and the methodology of mathematics to analyze quantitative information to make decisions and predictions. Topics include sets, number properties and theory, arithmetic review, consumer mathematics, estimation, measurement, basic geometry, and elementary statistics and probability. Technology is used and writing is emphasized. *Prerequisite*: None. (F,S)

M 151. Quantitative Reasoning—Algebra. 3(3,0). A study of how algebra is used to formulate problems and solve applications problems within the context of the real world and other disciplines. Quantitative reasoning skills are developed and experience is gained in applying these skills and the methodology of algebra to analyze quantitative information to make decisions and predictions. Topics include operations with polynomials, solutions of inequalities and linear, quadratic, radical and rational equations, operations with exponents, simplifying expressions and basic concepts of functions. Technology is used and writing is emphasized. *Prerequisite:* M150. (F,S)

M 152. Quantitative Reasoning—Precalculus. 3(3,0). A study of how precalculus is used to formulate problems and solve applications problems within the context of the real world and other disciplines. Quantitative reasoning skills are developed and experience is gained in applying these skills and the methodology of precalculus to analyze quantitative information to make decisions and predictions. Topics include absolute value and inequalities, polynomial, rational, linear, logarithmic, exponential, and trigonometric functions; polar coordinates, solution of triangles, and the conic sections. Technology is used and writing is emphasized. *Prerequisite:* M151. (F,S)

M 153. Quantitative Reasoning—Calculus. 3(3,0). A study of how calculus is used to formulate problems and solve applications problems within the context of the real world and other disciplines. Quantitative reasoning skills and the methodology of calculus to analyze quantitative information to make decisions and predictions. Topics include functions, limits, continuity, the derivative, and techniques and applications of differentiation. Technology is used and writing is emphasized. *Prerequisite:* M152. (F,S)

M 154. Quantitative ReasoningBusiness Calculus. 3(3,0). A study of how calculus is used to formulate problems and solve applications problems within the context of the real world and other disciplines. Quantitative reasoning skills are developed and experience is gained in applying these skills and the methodology of calculus to analyze quantitative information to make decisions and predictions. Topics include functions, limits, continuity, the derivative, antiderivative, and techniques and applications of differentiation and integration with emphasis on business and economics. Technology is used and writing is emphasized. *Prerequisite:* M152. (F,S)

M 155. Introduction to Mathematical Modeling. 3(3,0). A study of mathematical models and how they are used to analyze quantitative information to make decisions and predictions. Topics include percentage change, formulas, statistics, statistical inference, probability and odds, and linear, exponential, and logarithmic functions. The course emphasizes problem solving by means of numerical or geometrical representations of real world phenomena, determining how to solve a problem, formulating alternatives, and predicting outcomes. Writing assignments and the use of technology are an integral part of the course. A written project using student-generated data is required. *Prerequisite:* M150. (F,S)

M 163. Calculus II. 3(3.0). The definite and indefinite integral; techniques of integration; differentiation and integration of transcendental functions; applications of integration. *Prerequisite:* M 153. (F,S)

M 207. Foundations of Geometry. 3(3,0). Theorems and concepts more advanced than those of high school geometry. Geometry of the triangle, circle, plane, and solid figures, with proofs by coordinate methods. *Prerequisite:* M 151. (S)

M 208. Introduction to Statistics. 3(3,0). Descriptive statistical measures, discrete/continuous random variables, probability/sampling distributions, statistical inference to include hypothesis testing, point/interval estimation, correlation, and regression. A calculator is required. *Prerequisite:* M 152. (F,S)

M 210. Finite Mathematics 3(3,0). Matrix algebra, elements of linear programming, simplex method, sets, basic counting principles, basic statistics and probability concepts, Markov chains, elementary game theory. The emphasis will be on problem formulation and application. *Prerequisite:* M151.

M 214. Mathematics for the Managerial, Military, and Social Sciences. 3(3,0). Review of arithmetic and algebra with emphasis on applications. An introduction to selected topics in finite mathematics including matrix algebra, systems of linear equations, graphical solution of max-min problems in two variables, the simplex method. *Prerequisite:* M151.

M 215. Logic, Sets, and Proofs. 3(3,0). An introduction to the language of logic and set theory, elementary set theory, properties of the real number system, symbolic logic and its relationship to theory, algorithms and their complexity, set counting methods and recurrence relations. Special attention will be given to proof of the various theorems and properties. *Prerequisite:* M151. (F,S)

M 237. Calculus III. 3(3,0). Parametric equations, polar coordinates, vectors in the plane and three dimensions, techniques of integration, and application of the integral. *Prerequisite:* M163. (F,S)

M 238. Calculus IV. 3(3,0). Infinite series, partial derivatives, maxima and minima of functions of several variables, and application of line, surface, and volume integrals. *Prerequisite:* M237. (S)

M 250. Linear Algebra for Science and Engineering. 3(3,0). The course will cover the following fundamental topics: two and three dimensional vectors. Do not cross product with applications in physics and engineering; Matrices and their elementary properties, Linear systems and determinants, Matrix Decomposition, eigenvalues eigenfunctions. Prerequisites: M 153.

M 301. Introduction to Mathematical Logic. 3(3,0). The sentential and predicate calculus, logical inference and proof theory. *Prerequisite:* M153.

M 303. Introduction to Number Theory 3(3,0). A study of the properties of the integers with theorems on primes, divisibility, congruencies, Diophantine equations, and continued fractions. *Prerequisite:* M 153. (F)

M 305. Introduction to Modern Geometry. 3(3,0). Transformation groups, invariants, affine and projective geometry. *Prerequisite:* M153. (F)

M 306. **Modern Algebra. 3(3,0).** An axiomatic treatment of the basic algebraic systems, including groups, rings, integral domains, and fields. *Prerequisite:* M153 , M215. (S)

M 309. Introduction to Statistical Methods and Data Analysis I. 3(3,0). Techniques of describing data; exploratory data analysis; random variables and probability distributions; statistical inferences about population means; categorical data and inferences about variances; linear regression and correlation; multiple comparisons; an introduction to the analysis of variance; throughout the focus is on computer solutions. *Prerequisite:* M152. (F)

M 310. Introduction to Statistical Methods and Data Analysis II. 3(3,0). The general linear model; multiple regression; the relationship between regression and analysis of variance; analysis of variance for some fixed, random, and mixed effects models; the analysis of covariance; data description and management; computer packages are used through the course. *Prerequisite:* M309. (S)

M 314. Linear Algebra. 3(3,0). This course covers vectors and linear spaces, operations on matrices, determinants, linear systems of equations, linear subspaces, linear transformations and canonical forms. *Prerequisite:* M163, M215. (F,S)

M 315 Discrete Mathematics. 3(3,0). An introduction to computer based mathematics including recursion, algorithms and their complexity, graph theory and the theory of formal languages. *Prerequisite:* M215. (F,S)

M 350. Applied Mathematics. 3(3,0). This course stresses the application of mathematics to problems drawn from engineering, physical, chemical and biological fundamentals. Course topics include the following: Advanced topics from fourier analysis, partial differential equations, boundary value problems, signal processing and wavelet analysis. *Prerequisite:* M237.

M 403. Differential Equations. 3(3,0). Ordinary differential equations with applications; series solutions; solution by Laplaces transform; numerical methods. *Prerequisite:* M237. (F)

M 404. Introduction to Real Analysis I. 3(3,0). Advanced topics from the theory of functions of one variable; includes the real number system, Bolzano-Weierstrss Theorem, Heine-Borel Theorem; theory of limits; continuity, uniform continuity, differentiability, sequences of functions, theory of Riemann integration. *Prerequisite:* M238. (F)

M 405. Introduction to Real Analysis 11. 3(3,0). Advanced topics from the theory of functions of several variables: includes a review of partial differentiations, general theorems of partial differentiation, transformations and mappings; Jacobians, Implicit Functions Theorem; multiple integrals. *Prerequisite:* M404. (S)

M 406. Introduction to Complex Analysis. 3(3,0). The algebra of complex numbers, analytic functions, the geometry of elementary functions, power series, and contour integration. *Prerequisite:* M237. (S)

M 407. Mathematical Models and Applications. 3(3,0). Introduction to theory and practices of building and studying mathematical models for various real-world situations that may be encountered in management, life, social and physical sciences. *Prerequisite:* M163, CS161. (S)

M 408. Introduction to Probability. 3(3,0). Probability as a mathematical system, probability spaces and their properties, conditional probability; random variables (discrete and continuous and their distributions), functions of random variables. Chebyshevs inequality, regression and multivariate distributions; limit theorems and special distributions; introduction to stochastic processes. *Prerequisite:* M208, M237. (F)

M 409. Mathematical Statistics. 3(3,0). Sampling, point and interval estimates, testing hypotheses, the power of a test, regression, analysis of variance and some nonparametric methods. *Prerequisite:* M408. (S)

M 410. Numerical Analysis I. 3(3,0). A study of numerical methods for solving linear systems of equations, solution of transcendental equations and polynomial equations. Error analysis, convergence of numerical algorithms and iterative methods. Numerical methods of evaluating definite integrals. Approximate methods of solving systems of equations. Prerequisite: CS 161, M 163. (F)

M 411. Numerical Analysis II. 3(3,0). A study of numerical methods for solving boundary value problems in ordinary differential equations. Error analysis and convergence of numerical algorithms. Interpolation and numerical differentiation. Smoothing of data and method of least square. Solution of systems of differential equations. Prerequisite: M 410/CS 402.(F)

M 412. Operations Research. 3(3,0). Linear programming, transportation and assignment problems, non-linear programming, network analysis, dynamic programming, queuing theory, and Markov processes. *Prerequisite:* M208 or M309, M314. (S)

M 490. Problem Solving in Mathematics. 3(3,0). Students will engage in extensive experiences and practice in solving mathematical problems. The experiences will serve as a backdrop for an in-depth examination of research into the learning of mathematical concepts. *Prerequisites:* M207, M208 or M309, and M237. (F)

M 498. Mathematics Research Study. 3(3,0). Provides an opportunity for the student to do independent reading and research under the supervision of a staff member. The students may elect to read in the following areas: number theory, theory of equations, Boolean algebra, convexity and inequalities, vector and tensor analysis, differential geometry, elementary topology, linear spaces, probability, statisics, and boundary value problems. *Prerequisite:* M238. (F)

MATHEMATICS EDUCATION

MED 104. Geometry for Elementary School Teachers. 3(3,0). A modern view of geometry for pre-service elementary school teachers. The course is concerned with elementary geometric ideas and proofs, and some practical geometric applications. Pre-clinical experiences are required (twenty to forty hours). *Prerequisite:* M150. (F,S)

MED 300. Mathematics for Elementary School Teachers. 3(3,0). Designed primarily for prospective elementary school teachers. The study of new approaches and course content. Emphasis is placed on efficiency in performing mathematical computations and the understanding of elementary mathematical procedures. Pre-clinical experiences are required (twenty to forty hours). *Prerequisite:* M150 and MED104. (F,S)

MED 308F. Principles of Learning Secondary Materials and Methods. 3(3,0). The purpose of this course is to enable prospective teachers of secondary school mathematics to re-examine and to become thoroughly competent in present-day course content and teaching methods of secondary school mathematics. M237. (F,S)

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Dr. Rita Teal
Interim Vice President for Academic Affairs

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